

Candidate Ability to Plan Instruction: Technology Connected Unit Plan

Description of Technology Connected Unit Plan

The technology connected plan is assigned during the semester in which candidates enroll in EDCI 4220. This class is required prior to enrolling in student teaching or the capstone internship. This assessment contributes to our understanding of how well candidates can plan instruction. It contributes to our understanding of candidate's lesson planning capability, effects on student learning, and use of technology.

Technology Connected Unit Plans Instructions to Candidates

As you proceed through your teacher education program at UNO, you will be collecting work samples in your LiveText portfolio to demonstrate your developing knowledge, skills, and dispositions as a teacher. These work examples will be evaluated by Teacher Education faculty as you move from course work into student teaching and again when you complete student teaching, prior to graduation and teacher certification. The standards from the National Council of Teachers of English (NCTE) and the evidence sets developed by our teacher education program in correlation with the Louisiana Components of Effective Teaching (LCET) will be used to evaluate your performance.

To prepare for these events, you should complete a technology connected unit plan which demonstrates your ability plan instruction. Please review the standards and directions below. This technology connected unit plan will be due on the last day of class.

STRUCTURE OF THE BASIC PROGRAM

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

ATTITUDES FOR ENGLISH/LANGUAGE ARTS

Standard 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Standard 2.3. Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Standard 2.4. Candidate use practices designed to assist students in developing habits of critical thinking and judgment.

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

KNOWLEDGE OF ENGLISH LANGUAGE ARTS

Standard 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy, print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

PEDAGOGY FOR ENGLISH LANGUAGE ARTS

Standard 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular

opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences

UNO College of Education Evidence Sets

- planning effective instruction
- maintaining an environment conducive to learning
- maximizing time available for learning
- supporting learner behavior to provide productive learning opportunities
- delivering effective instruction
- presenting appropriate content
- providing opportunities for student involvement in the learning process
- demonstrating ability to assess and facilitate student academic growth
- creating partnerships with parents/caregivers and colleagues
- using inquiry and reflection to improve practice
- engaging in advocacy efforts
- planning for professional development
- taking an active role in building-level decision making

Unit Requirements – (Minimum of 10 lessons)

- **What's the nature or source of the unit**
- **Context related information**
- **Topic**
- **Purpose**
- **Rationale – (please see description below)**
- **Goals – theme focus and goals (please see description below)**
- **Instructional objectives**
- **Unit Overview**
- **Lesson plans**
- **Assessment (major – cumulative/each lesson has an assessment)**
- **Timeline**
- **Culminating Activity**
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Designing a Thematic Unit.

For this assignment you have the opportunity to design a thematic unit to implement in your own classroom. While I am interested in what you're actually planning to do in your unit, the most important part of this project (from my perspective) will be your written discussion of your rationale for the design and construction of your unit. In your discussion, please include the following information: (1) your rationale for engaging in this project, and (2) the connections you're making between the unit you're designing and other research you read.

In addition to addressing the general issues above when designing and writing about your thematic unit, please include the following information:

- **Context-related information:** Where will you implement this unit (i.e., your school/classroom setting)? For what grade level is your unit designed? Approximately how many students will engage in the unit? What information can you provide about the children for which you are designing this unit? How might the above 4 issues influence the design and construction of your unit?
- **Design and construction of the unit:** Will your unit be intradisciplinary or interdisciplinary? Explain the rationale for your decision. (This would be a good place to draw on professional references).

- **Theme focus and theme level goals:** How did you choose your theme? Why is it important to you and your students? You may want to frame your unit as a theme-level issue that you and your students will pursue. For example, rather than entitling your thematic unit “Bears,” You may want to entitle your unit “Forest Ecosystems: Implications of Maintaining the Current Status Quo.” What theme level goals or “big ideas” do you wish to address with this theme? How were they or will they be determined?
- **Goals for your students’ learning:** As a ball-park figure here, you might choose 4 to 6 goals such as language conventions which include sound/symbol relationships, grammatical conventions, interaction conventions; comprehension; literary elements; response to literature which includes personal response and critical response; writing as a process; writing to learn, etc. When selecting the learning goals you wish to focus on, you may also want to draw on your own experience and values as a practicing teacher, your district curriculum guide, basal or standardized test objectives, etc.
- **Instructional activities and materials:** What activities will your students engage in, and what work will they actually produce to demonstrate that they have met the goals that you (and they?) deem important? Is there coherence among the activities you have selected? How do the activities relate to the theme you have chosen and the goals you consider important? What are your plans for explicit instruction to make sure that students make connections across activities and meet the unit goals?

Lesson Plan Format – use the following lesson plan format for unit

Topic:	List an overall area/unit topic
Grade:	The grade level for which this lesson is appropriate
Instructional Goal:	General statement concerning what you expect your students to gain from participating in the lesson.
Objectives:	General statements detailing precisely what your students will be able to do as a result of you teaching this lesson. Be sure to state your objectives in behavioral terms. Objectives should reflect a depth of content and both higher and lower thinking skills.
Purpose (Rationale):	A general statement of why you are teaching this topic. The rationale also communicates why the lesson is important and why the instructional methods chosen will achieve the objectives. This statement should be written and orally communicated to the students.
Content (Curriculum):	List the specific facts and concepts you expect children to grasp after this lesson. Consult the GLE’s. Use this section to clarify your thinking about what is appropriate for your students to study. Think about whether you are planning to teach material that is too easy or too hard.
Material:	List materials you will need for each activity. Use interesting materials and media to illustrate the concepts you are teaching. Be sure to include copies of the materials for each activity (e.g., worksheets, student edition pages, word lists, games, directions, and poems).
Introduction:	Describe the way that you will start your lesson. You should plan a stimulating and motivating introduction to help direct students’ attention to the lesson and to relate the lesson to their prior experiences and knowledge. The introduction should be an attention-getter.

Procedures:	Procedures must match the objectives. Be sure to include enough activities per objective to increase the likelihood that the students will learn the material.
Closure:	How will you summarize the lesson? Write this important step down and remember to do it. The teacher or students can summarize the day's lesson. This important step complements the introduction. The concluding activity or statement should summarize and bind together what was learned in the development of the lesson. Closure should also reinforce the principal parts of the lesson. Sometimes closure can be done at the end of group work before the children go on to individual projects.
Assessment:	Match assessment procedures to their perspective objectives. How will you know if your students have mastered the objectives? Assessment is written in terms of what the teacher will do, while the objectives are written about what the students will do. Be sure to include criteria for each objective.
Inclusion:	What modifications will you make for students with special needs? Describe at least one modification.
Enrichment/Remediation:	Plan one enrichment and one remedial activity. These activities need to support the basic concepts and ideas taught during your procedure.
Technology Connection:	Please include a technology component. How will technology be used in the deliverance of your lesson plan?
Reflection	<p>Answer the following questions:</p> <ul style="list-style-type: none"> • What did you students learn? • What evidence to you have that they learned anything? • How might your students think differently after today's lesson? • How do you feel about your teaching today? • If you feel successful, what did you see the students saying and doing that make you think that you were successful? • What will you differently next time? • If you do not feel that the lesson went well, what happened today that you did not expect? • What will you do differently next time?