

Warner School of Education – University of Rochester
CONTINUOUS TEACHING CYCLE / INNOVATIVE UNIT: INCLUSION

Guidelines for teacher candidates

All teacher candidates are required to design and implement innovative units in their student teaching and/or practicum experiences. As in the case of lesson plans, we believe it is important in at least one case to make explicit your thinking processes about design, implementation, and assessment. The following guidelines explain the minimum required components we expect in innovative unit papers. This assessment, in conjunction with final student teaching evaluations, will determine if a candidate will “pass” student teaching. Assessment of the innovative unit paper will occur on two levels: 1) Candidate ability to design, implement, and analyze the unit as described in these guidelines, and 2) Candidate ability to address in the unit the relevant standards set by their professional organization and Warner School proficiencies. The rubric is divided into three parts and is included in this packet. Content area faculty may provide additional rubrics specific to that specialization.

**** Inclusion candidates:** *Connected to your content area Innovative Unit Plan, you will implement a Continuous Teaching Cycle (CTC), to document how you utilize assessments to both inform and revise instruction. This is designed to support candidates to provide evidence of their ability to facilitate learning, be reflective practitioners who use assessment to inform instruction, and thoughtfully and systematically consider the impact of their instruction on P-12 students.*

Required Unit Components:

1. Introduction: This section should provide a brief description of the unit that gives a context for the components of the unit, including an essential question and/or topic addressed if appropriate. Include a clear description of the context of implementation for the unit, including grade level, racial, ethnic and gender make-up of students and teachers, a description of the school and classroom, and whether the implementation occurred in the first or second student teaching/practicum experience.

**** Inclusion candidates:** *See the Learning Environment Context guidelines. (CEC 1, 5, 6, 9)*

2. Theoretical framework: Provide a clear, well thought out theoretical framework that both guides and provides a foundation for the unit, using course readings (and outside readings where appropriate). Candidates should state their definition of the content area addressed and their theory of learning. In other words, how does your definition of [literacy, language, science, math, English, social studies] and theory of learning frame the unit? This section should also include a clear rationale for the unit (e.g. why is this unit important? Why will student learning be meaningful and relevant in this unit?).

**** Inclusion candidates:** *The theoretical framework should also address your definition of / theoretical approach towards inclusive practice (using outside readings where appropriate). Include a clear theoretical rationale for the instructional strategies you will employ during the unit. (CEC 1)*

3. Goals/Professional standards: Describe the overarching goal/s of the unit and connect the goal/s to the larger curriculum in your class (e.g. an integrated curriculum in elementary or the specific content area in secondary). Discuss the professional and/or state standards this unit addresses. Make explicit the specific content addressed and connections to the theoretical framework, curriculum, and overarching unit goal/s. (CEC 2, 7, 8)

4. Objectives: Clearly articulate the specific unit objectives and connect these objectives to the unit goals and professional standards.

**** Inclusion candidates:** *In addition, describe how the goals / objectives for the unit consider students' working towards accomplishing their IEP goals and objectives. (CEC 2, 7, 8)*

5. Assessment of student learning over time: Describe the multiple forms of assessment used across the unit. Include formative, summative, formal, and informal assessments. Explicitly connect your assessment to the theoretical framework, unit goals and objectives, and professional standards. In other words, how will your assessments help you scaffold student learning over time and how will you know you have accomplished your goals? How will your assessments inform instruction?

**** Inclusion candidates:** *See the Assessment Plan guidelines. In addition, describe the ways that the assessment will be differentiated, adapted, accommodated, and/or modified to address the strengths, interests, communication, and diverse learning needs of all students, including English Language Learners and students with disability labels. Include pre- and post-tests. During this unit, you will identify 3 students (at least 2 of whom must have IEPs), demonstrating low, average, and high scores on their pre-assessments and on the post-assessments after lesson implementation. The Inclusion candidate will implement a well-planned CTC during which you plan and teach according to individual student needs based on an analysis of student work samples collected throughout the implementation of the unit plan. (CEC 8)*

6. Pedagogy: Describe the series of connected lessons and/or experiences in the unit. Include your detailed lesson plans for selected lessons in this section using the lesson plan format given to you. Describe in detail how you will scaffold and support student learning over time and address any relevant safety considerations.

**** Inclusion candidates:** *In addition, describe how the lesson activities and strategies are differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities, (2) how activities and strategies enhance students' verbal, writing, and content area vocabulary skills, (3) how accommodations and/or modifications and student language and communication needs indicated on IEP are incorporated into the lessons, and (4) how you collaborated with related services and para- professionals to meet IEP goals. See Pedagogy guidelines. (CEC 3, 4, 6, 7, 10)*

7. Unit implementation: Describe what happened when you implemented this unit, with particular attention to students' responses to its main activities. Reflect on what went well and what you would change in future implementations.

**** Inclusion candidates:** *As part of the CTC, describe how you planned and revised your instruction based on student strengths, interests, needs, and performance and your assessment of*

the effectiveness of your instruction in previous lessons, highlighting in particular the 3 selected students. See the Unit Implementation Reflection guidelines. (CEC 9)

8. Analysis of student learning: Report the results of a systematic analysis of what your students learned as a result of the unit, making explicit references to goals and objectives, and using data from formal assessments and classroom observations (see number 5 above). Refer as appropriate to the assessment results and student work in an appendix to support your claims.

**** Inclusion candidates:** *See the Analysis of Student Learning guidelines. (CEC 5, 8, 9)*

9. Unit analysis: This section is a detailed analysis of the implementation of the unit that brings together content, theory, and practice. Describe how you have integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning and addresses the goals articulated in Part 2 and 3 of the rubric. Connect the unit implementation with the larger curriculum and theoretical framework described in the introduction.

**** Inclusion candidates:** *In addition, make connections to inclusive practice; see Unit Analysis guidelines. (CEC 9)*

10. Appendix: Include: 1) text of key assignments and assessments, including rubrics or handouts given to students; 2) aggregate assessment data; 3) samples of student work with your comments.

What follows are the rubrics that will be used to evaluate this major assessment. You are expected to provide a self-evaluation of your work using these rubrics; your methods course instructor will do the same independently.

Inclusion Innovative Unit Continuous Teaching Cycle Guidelines

Adapted from the Renaissance Partnership for Improving Teacher Quality Project,
<http://www.uni.edu/itq/>

Inclusion Continuous Teaching Cycle / Innovative Unit: Learning Environment Contexts Guidelines

Please use the following list to collect information about the potentially relevant contextual factors of the learning environment of your placement. You should only address the factors that directly impact your teaching and student learning and how these factors impact the teaching of your unit plan and your student learning. This list is not exhaustive; rather, it provides suggestions to help you describe the context of the school, classroom, and students. This information should be incorporated into your narrative for the **Introduction** section of your Innovative Unit. *Target students:* In this section, you should also identify (using pseudonyms) and sketch the three target students for this unit: three students who are performing at, above, and below grade level, at least two of whom must have IEPs and receive special education services. You will follow these students closely during the implementation of your Innovative Unit.

Community, School System, and School Factors

Geographic Location

- Rural/ Urban
- Describe the unique features of community
- Describe the contributions of community to school

School System

- Name of school system (please provide a pseudonym)
- Number of students in school system
- Number of students in school system on free or reduced lunch
- Has the district met AYP? Any other school report card data about the district?

School (please see the New York State School Report Card at <http://emsc33.nysed.gov/irts/reportcard/>)

- Name of school (please provide a pseudonym)
- Grades served
- Student enrollment
- Has the school met AYP? Any other school report card data about the school?

Classroom Characteristics

Students

- Number of boys / girls
- Age range
- Ethnicity (give numbers)
- Socio-Economic profile (% Students in classroom on free or reduced lunch)

Reading Achievement

- Based on: _____
 - % above average or advanced skill level
 - % average or intermediate level
 - % below average skill level

Mathematics Achievement

- Based on: _____
 - % above average or advanced skill level
 - % average or intermediate level
 - % below average skill level

Classroom Organization

- Homogeneous
- Heterogeneous
- Self-Contained
- Team Teaching
- Departmentalized
- Parallel Block
- Other programs

Resources

- Television
- Classroom library (estimate number of books)
- Number of computers in classroom
- SMART Board/Interactive whiteboard
- Other resources (such as math and science manipulative materials)

Individual Differences

Students Attending Pull-Out (or Push-In) or Supplementary Programs

- Title I
- Reading
- Gifted
- Early Intervention Program
- Safety Net
- Other programs (including therapies)

Language Proficiency

- English Language
- Bilingual
- Other Languages

Students with IEPs

- IEP review: Identify students' strengths and needs and record students' IEP goals

Other student factors

- Culture
- Interests
- Learning styles / modalities
- Skill levels and prior learning on lesson subject

Instructional Implications

- Address how you will use this information in the development of your learning goals, instructional planning, and assessment in the unit.

Inclusion Continuous Teaching Cycle / Innovative Unit: Assessment Plan Guidelines

In the **Assessment of Student Learning Over Time** section of your Innovative Unit, you must describe your design of an assessment plan used to monitor student progress toward the unit/lesson goals/objectives. Describe the multiple forms of assessment used across the unit. Include formative, summative, formal, and informal assessments. Explicitly connect your assessment to the theoretical framework, unit goals and objectives, and professional standards. You should include assessment measures for assessing student content understanding *before instruction* (pre-assessments), *during instruction*, and *after instruction* (post- or summative assessments). These assessments should correlate to the developmental levels and individual needs of all students in your classroom, reflect sound practice with clear, high expectations for performance, and authentically measure student learning. How will your assessments help you scaffold student learning over time and how will you know you have accomplished your goals? How will your assessments inform instruction? Please summarize your plan in a chart. Your chart should list each goal/objective; the assessment(s) used to describe student performance and criteria for satisfactory performance; and any differentiation, adaptations, accommodations, and/or modifications used to address the individual differences and special needs of the students in your classroom. In your narrative, you should provide a rationale for each assessment that explains why you chose or developed the assessment. You should plan to provide multiple examples from your target students to include in your **Analysis of Student Learning** section.

Your assessment plan must include:

- An overview of the assessment plan in chart format (sample chart found at the end of these guidelines): For each learning goal include
 - Assessments used to measure student performance
 - The format of each assessment
 - Differentiation, adaptations, accommodations and/or modifications of the assessments for the individual needs of students based on pre-assessment and learning environment contextual factors
- In your narrative, discuss the assessments that are aligned with your lesson objectives. 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 goals/objectives. Include copies of assessments, 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).
- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals/objectives.

- You must include copies (in an appendix or in your lesson plans) of the assessments and/or prompts and student directions for the assessments for each entry in the table.
- In your narrative, identify and describe in-depth **two assessments** that you intend to collect from your students and analyze as evidence of student achievement. You should plan to record scores on pre- and post-tests from at least one class (minimum of 15-20 students) to make reasonable inferences about student learning. You must collect data on your three target students.
 - One assessment must be a pre-and post-assessment of student learning relative to one of your content objectives.
 - The other assessment should measure performance on one of your higher-order thinking skill objectives. Give a brief rationale for why you chose this second assessment.

Sample Assessment Plan Chart

Learning Objectives	Assessments	Format of Assessment	Adaptations/Differentiation
Learning Objective 1 Students will be able to describe the shape of bivariate data and identify trends found therein.	Pre-Assessment	Bell ringer: describe the rate of change of a quadratic model based on predictions using the quadratic model equation	Provide more time. Guide students with questions. Sketch graph on the board. Allow students to complete the bell ringer as a group. Pair high achieving students with low achieving students. Provide help for writing. Typed response.
	Formative Assessment	Calculator activities, worksheets, LearningCheck	Provide more time. Guide students with questions. Sketch graph on the board. Pair high achieving students with low achieving students. Typed response. Project calculator screen on the board. Provide notes and handouts.
	Post-Assessment	Common exam: find curves of best fit, make predictions, identify trends of data (questions: 19-22)	Provide extra time. Enlarge the font. Distraction free testing environment. Provide earphones. Read test questions to students. Assign students a scribe.
Learning Objective 2 Students will understand and explain the concept of limiting factors by analyzing population growth rate data logistically.	Pre-Assessment	Bell ringer : What is the importance of limiting factors on a population? Tor F: Logistic growth occurs when the population's growth slows or stops following exponential growth, at the population's carrying capacity.	Provide verbal cues and extra time as needed.
	Formative Assessment	Virtual Lab: How does competition affect population growth? Students will conduct an experiment and grow two species	Allow some students that need extra help to pair up with a classmate. On task.

	Post-Assessment	<p>of the protozoan <i>Paramecium</i>, alone and together. They will then compare growth curves of the populations of each species.</p> <p>Exit slip Post-lab questions and graphs. Common exam (questions: 1-10, ORQ 2)</p>	<p>Allow extra time to answer the questions at the end of lab, or only answer half of the questions, or allow them to answer verbally instead of written.</p>
<p>Learning Goal 3</p> <p>Students can evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction.</p>	<p>Pre-assessment</p> <p>Formative Assessment</p> <p>Post-assessment</p>	<p>Bell Ringer assignment, short answer question.</p> <p>Lecture notes on human population, computer lab internet activity, write in lab journal.</p> <p>Common exam: Multiple choice and one open response question. (questions: 11-18, ORQ 1)</p>	<p>Read question aloud. Re-state the question. Modify written instructions as needed.</p> <p>Work with partner. Provide pre-copied notes and modified response questions.</p> <p>Modified test with fewer options on multiple choice questions. Enlarge the font. Distraction free testing environment. Provide earphones. Read test questions to students. Assign students a scribe.</p>

Sample Assessment Plan chart from Hellems, S., Ping, M., & Baker, J. (n.d).
Teacher Work Sample, University of Kentucky

Inclusion Continuous Teaching Cycle / Innovative Unit Plan: Pedagogy Guidelines

Describe the series of connected lessons and/or experiences in the unit. Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context. Include your detailed lesson plans for selected lessons in this section using the lesson plan format given to you. Describe in detail how you will scaffold and support student learning over time and address any relevant safety considerations. In addition, describe how the lesson activities and strategies are differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities, (2) how accommodations and/or modifications and student language and communication needs indicated on IEP are incorporated into the lessons, and (3) how you collaborated with related services and para- professionals to meet IEP goals. Specifically discuss your three target students in this section.

Include in the **Pedagogy** section:

- Results of pre-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. You may use a table, graph, or chart.
 - Provide a narrative description of the pattern you found that guided your instruction or modification of the objectives.
- Unit overview
 - Use a visual organizer such as a block plan or outline to make your unit plan overview clear. Include the topic or activity you are planning for each day/period.
 - Also indicate the goal or goals (coded from your **Goals/Professional Standards** section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- Lesson plans
 - Provide a minimum of five lessons following the Warner School lesson plan format.
 - Indicate the learning goals that are aligned with the lesson activities in your plans. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
 - Include the ways that the lesson activities and strategies are differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities
 - Include how accommodations and/or modifications and student language and communication needs indicated on IEP are incorporated into the lessons
 - Include information on how you collaborated with related services and para-professionals to meet IEP goals.

- Activities
 - From your lesson plans, describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and contextual factors,
 - how the activity is differentiated / adapted and includes accommodations and/or modifications to meet the instructional needs of all learners, ***including your three target students***,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- Technology. Describe how you will use technology (including assistive technology) in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Inclusion Continuous Teaching Cycle / Innovative Unit: Unit Implementation Reflection Guidelines

Describe what happened when you implemented this unit, with particular attention to students' responses to its main activities. Reflect on what went well and what you would change in future implementations. Describe how you planned and revised your instruction based on student strengths, interests, needs, and performance and your assessment of the effectiveness of your instruction in previous lessons, highlighting in particular your three target students.

- Reflection
 - Provide your daily reflections about your students' responses your instruction
 - Provide evidence of student learning
 - Include a description of how you will respond to your students' needs through adapting / revising the next day's lesson. You **MUST** include specific reflections for your three target students.
 - Include this reflection at the end of your lesson plan each day after teaching the lesson, as indicated on the Warner School lesson plan format.

- Provide at least two specific examples of instructional decision-making based on your target students' learning or responses.
 - Describe the students' learning or response that caused you to adapt or revise your original design for instruction; this may come from a planned formative assessment or another source
 - Describe what you did next and why you thought this would improve student progress toward the learning goal and/or objective
 - Cite specific evidence to support your responses

Inclusion Continuous Teaching Cycle / Innovative Unit: Analysis of Student Learning guidelines

Report the results of a systematic analysis of what your students learned as a result of the unit, making explicit references to goals and objectives, and using data from formal assessments and classroom observations (see the **Assessment of student learning over time** section). Refer as appropriate to the assessment results and student work in an appendix to support your claims. Include student work samples and any charts/graphs/tables created to support your analysis. In addition, you must provide specific analysis of the learning of your three target students. Your analysis should provide data for *at least two of the learning goals/objectives* addressed in your unit. You must analyze your data to report the performance of the whole class and your three target students.

- Whole Class Analysis
 - Create a table that shows pre- and post-assessment data on every student on every learning goal
 - Create a graphic summary that presents data for all students in the class to draw conclusions about the extent to which your students made progress (from pre- to post-) toward at least one content objective addressed in the unit
 - Describe and analyze student performance on one of your higher-order thinking objectives.
 - Include representative examples of student work to support your analysis.
 - Summarize what the graphs tell you about your students' learning in this unit (e.g., the number of students met the criterion).
- Target student analysis
 - Explain why it is important to understand the learning of your target students
 - Use pre-, formative, and post-assessment data with examples of student work to draw conclusions about the extent to which these students attained the two learning goals
 - Explain what the data for the target students illustrate about their learning in comparison to the whole class
- Use visual representations and narrative to communicate the performance of the whole class and the three target students.

Note: Conclusions drawn from this analysis (i.e., possible reasons for why your students learned [or did not learn]) should be provided in the **Unit Analysis** section.

Inclusion Continuous Teaching Cycle / Innovative Unit: Unit Analysis Guidelines

Provide a detailed analysis of the implementation of the unit that brings together content, theory, and practice. Describe how you have integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning. Reflect on and evaluate your performance as a teacher and you're your performance to student learning results. Connect the unit implementation with the larger curriculum and theoretical framework described in the introduction, making specific connections to special education and inclusive practice.

- Select the learning goal where your students as a whole were most successful.
 - Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other learning environment contextual factors under your control.
- Select the learning goal where each of your target students was most successful.
 - Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other learning environment contextual factors under your control.
- Select the learning goal where your students as a whole were least successful.
 - Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other learning environment contextual factors under your control.
 - Discuss what you could do differently or better in the future to improve your students' performance.
- Select the learning goal where each of your target students was least successful.
 - Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other learning environment contextual factors under your control.
 - Discuss what you could do differently or better in the future to improve your students' performance.
- Reflect on and evaluate the effectiveness of your instructional sequence and reflect on your teaching practice and its impact on student learning. It might be helpful to address the following questions:
 - Were the goals/objectives for your instructional sequence met? Provide evidence for your response.
 - How did you change your planned instructional sequence as the lessons were actually taught? Why?
 - What questions or issues does this instructional sequence reveal about your teaching or the students in your classroom?
 - Were you able to implement the principles of culturally-relevant teaching in your instructional sequence? Provide examples where you think you (1) were particularly successful and (2) could enhance this aspect of your teaching in the future.
 - What aspects of your instructional sequence were especially successful or effective? Why?
 - How might you teach this instructional sequence differently if you were to do it again? Why?