

Spring Methods Assignment: Unit of Study

Directions:

Develop a 2-3 week unit of study (10 to 15 45-minute lessons or 5 to 8 90-minute lessons) that you will teach April. Use the Unit Lesson Planning Template at the end of this document for each lesson. Your central focus should be constant for the unit, but the objectives for each lesson might change. Develop a pre-assessment/post-assessment that measures your main objective(s). You will have additional formative assessments throughout the unit.

1. To prepare for this unit, develop a profile of the class in which you are teaching. List the students, using pseudonyms or numbers, along with the subgroups to which they belong. **Use the Excel spreadsheet to list the students.**

Class Profile

Student Name	Specialized Program	Race/Ethnicity	Gender Identification	Pre-Assessment Score	Post-Assessment Score
Student Initials or number: Unique Needs:	<ul style="list-style-type: none"> • None • ELL level _____ • 504 • TAG • IEP • Code: _____ • Academic Priority 	<ul style="list-style-type: none"> • American Indian/Alaska Native • Asian • Black/African American • Hispanic/Latino • Multi-racial • Native Hawaiian/Pacific Islander • White 	Male Female _____		

2. Give students the pre-assessment. Record each student’s pre-assessment score on the Class Profile.

3. Combine students into groups and record the group’s average pre-assessment score on the Data Summary sheet. (Use Excel. It calculates averages.)

Data Summary

Student Group	Number of students in this category	Percentage of Entire class	Average Pre-Assessment Score for everyone in the group	Average Post-Assessment Score for everyone in the group	Effect Size
Entire Class		100%			
ELLs					
Students with IEPs					
Students with 504 Plan					
Students identified Academic Priority					
TAG					

Identified students					
Students identified as racially and/or ethnically diverse					
Students identified as white					
Students identified as male					
Students identified as female					

4. Note if there are differences between subgroups at the beginning of the unit. Revise lesson plans or student supports to take into account differences in prior knowledge. You should also take note of individual differences and revise lesson plans accordingly.

5. Teach the unit. If you are co-teaching, you should take the lead role.

6. After teaching **each lesson**, write brief field notes based on evidence that includes: 1) To what extent were students engaged throughout the lesson?, 2) How well did students achieve the lesson objective?, 3) What differences did you notice in the ways groups met the learning objectives? 4) What unpredicted

learning happened? 5) Does anything need to change? (You might revise your objectives, lesson activities, or assessments.)

7. Revise the next day's lesson plan if needed. Make changes in a different colored ink.

8. Give feedback to students throughout the unit. Record how well students are learning and make adjustments to future lessons as needed. Pay close attention to any differences in learning between subgroups.

9. At the end of the unit, give the post-test and record subgroup scores on the Data Summary Chart.

10. Analyze the data by calculating the effect size and determine whether subgroup learning was equitable. (You will be given directions on how to do this.)

11. Answer the questions about Equitable Student Learning.

Equitable Student Learning: Conclusions after Teaching

Directions: Write a two-page analysis that addresses these questions:

1. Describe the patterns and trends you noticed from the data.

2. Describe any differences between subgroup learning at the end of the unit. What do you speculate could be the reasons for any differences?

3. To what extent did you build on students' funds of knowledge in the unit? What were some funds of knowledge that you could have

incorporated to promote equity in student learning?

4. Describe what other contextual factors may have affected student learning. What could you have done differently?

5. When you develop your next unit, how might you address inequities and promote student learning for everyone?

Unit Lesson Planning Template

Central Focus of the Unit: The purpose of this unit is....

Date:

Lesson Number:

Standard addressed:

Lesson Objective: By the end of this lesson, students will be able to ... by ...

Materials Needed:

Outline of Teaching Actions with estimated times. **In red, include how you will support students with individual needs and how you will address inequities identified in your pretest.**

Assessment: How will the objective be assessed?

