| **Unit Plan Rubric**  **Used to Assess LWC Teacher Candidate Unit Plans**  **Professional Preparation Methods Courses, and Student Teaching** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructions: This rubric aligns with the EPP Unit Plan For Stage 2 & 3**  \*Faculty/instructors must use the indicators and critical attributes listed below to assess units across EPP programs.  \*Students should use the rubric to ensure that their unit plans meet or exceed expectations for each stage.  Score needed: Stage 2 & 3: Target (3) on all indicators | | | | | | | | | |
|  |  |  |  | **Indicators** | **Critical Attributes**  **as defined by KTPS/KAS/CAEP standards** | **Above Target**  **(4)** | **Target**  **(3)** | **Acceptable**  **(2)** | **Unacceptable**  **(1)** |
| 1.1.  1.2 | 7 | 1 | T | Unit Objectives/ Learning Targets | \*Standards  \*Learning target/  objectives for unit  \*Essential Questions | Correct standards/ objectives/ essential questions listed and aligned with the correctly identified Kentucky Academic Standards and demonstrates a deep knowledge of the connection (thread) that ties one to another. | Correct standards/ objectives/ essential questions listed and align with the correctly identified Kentucky Academic Standards. | Correct standards/ objectives/ essential questions listed. | No/incorrect standards listed.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.3 | 1-8 | 1-3 | T/D | Unit Contextual Data Sheet and Teaching and Learning Statement | \*Class description data  \*Diversity data  \*Physical features of classroom  \*Availability of technology  \*Scheduling  \*Student characteristics: age, gender, race, ethnicity, special needs  \*Factors impacting planning and implementation of instruction | Critical attributes are provided with detailed identifiers.  Student applies a comprehensive and in-deep understanding of each attribute identified. | Critical attributes are identified.  Student applies proficient understanding of each attribute identified. | Most critical attributes are identified.  Student applies limited understanding of each of the attributes identified. | Critical attributes are missing/Incorrect.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.2 | 4,6 | 1,3 | T/D | Unit Assessments: Pre & Post with Answer Key | \*Aligns with unit objectives/learning targets  \*Measures unit objectives/learning targets  \*Contains a variety of levels of Bloom’s/DOK/HOT questions  \*Questions are written appropriately for the grade, purpose and content being tested.  \*Length of assessment is appropriate for grade level, purpose, and content being assessed. | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but not fully developed.  Student applies limited understanding of attributes. | Critical attributes are missing/incorrect.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.2 1.3 | 1-8 | 1-4 | T/D | Lesson  Plans | \*Lesson Context  \*Standards/objectives  \*Learning targets  \*Concept/skill review  \*Concept/skill preview  \* Instructional strategies/learning activities  \* Review of Student Learning  \* Lesson extensions  \*Attached materials used  \*Higher Order/Critical thinking questions  \*21st century skills/CCRS  \*Differentiated strategies/activities (IEP, ELL, Gifted: with or without SET)  \*Media/Tech  \*Formative assessment/accommodations | Detailed description of critical attributes displayed.  Student creates plans that demonstrate deep understanding of each attribute, including high leverage practices. | All critical attributes are provided.  Student creates plans that demonstrate clear understanding of each attribute, including high leverage practices. | Most or all critical attributes are provided.  Student creates plans that demonstrate limited understanding of each attribute with minimal depth/ development/ or high leverage practices. | Critical attributes are missing/ limited (minimal description).  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.3 | 1-8 | 1,3 | T | Technology | \*Teacher use of technology  \*Student use of technology | Teacher **and** student technology are current, integrated throughout the unit, and appropriate /beneficial for unit, age, grade, and content. | Teacher **and** student technology are utilized throughout the unit and utilized to support the lessons in the unit.  Technology utilized is appropriate/beneficial for unit, age, grade, and content. | Teacher **or** student technology is utilized in the unit, used in a limited capacity, or added to demonstrate technology use and not to support the lessons in the unit.  Technology utilized is adequate/appropriate for lesson, age, grade, and content. | No/limited technology is used throughout the lesson.  Technology utilized is inappropriate for lessons in unit, age, grade, and content. |
| 1.1  1.3 | 1-3 | 1-3 | D | Diversity and inclusion | \*Teacher identifies plans for diversity including factors such as: learning preferences and strategies, socioeconomic status, ethnicity, culture, educational background, geographical location, gender, etc. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) for all students is demonstrated in a variety of creative and innovative ways across the unit lessons. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. |
| 1.2  1.3 | 6 | 3,4 | T/D | Assessment | \*Formative  \*Summative  \*Self | All three types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the culmination of lessons throughout the unit to increase student success and plan for further instruction. | All three types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in unit to increase student success and plan further instruction. | Two or more types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in the unit to increase student success instruction. | No/limited/ inappropriate assessments are used.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| Actions/Feedback: | | | | | | | | | |