

Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: Writing

Unit: Tells or Writes About a Topic

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.

Application

What are the Big Ideas that go with this unit?

I can tell or write about a topic. (September power indicator)

What are the Essential Questions that go with this unit?

What kinds of thing do you write?

Why do we write?

Who will read your words?

What can you tell us about your idea? (the words you have written)

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Posting and referring often to the “I Can . . .” statements, Big Ideas and essential questions . Explain how and why we use writing to share ideas.

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

S, D, B Exemplars – Have child/teacher decide where they are

*Can put writing sample in S, D, B basket (PM) or S, D, B clothespins on sample (MR)
or pair share self assessment – one compliment – one tip

*Mini-conferences

*Pick specific cues with journal so they know what their focus is.

*Parents – share journals and show samples S/D/B

What summative assessments will we use? (Graded, evaluative assessments)

In February, focus on writing about a topic (not just telling)

S = Writes Independently (using some sounds with noun and verb – not labeling)

D = Needs some support (can write some sounds and words) (Teacher may need to draw lines for child and then they can put some sounds down on own)

B = Consistently needs support (does not write anything on own, needs total 1-1 support)

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction?

What interventions will we provide for students who do not do well on the formative assessment?

What will we do for the students who are on track?

What will we do for the students who excel? What extension activities will we provide?

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Modeling (verbally and with sample) different samples and examples of S, D, B.

Journals

- *self-selected topics (can use brainstorm charts)**
- *response to experience (common) (ex: assembly-support with 1 detail)**
- *sight words sentence**
- *response to nonfiction – something they learned**