

## Part 2 of the IAP

### PART 2A:

1) Review Part 2 and 3 expectations of the IAP.

2) Have a discussion with your Cooperating Teacher.

What would be appropriate for a Unit Plan (to cover **2 weeks** of teaching)?

- Discuss the Essential Questions that this Unit Plan will answer. (See Essential Questions Ppt. and Essential Questions Information Sheet included with Assignment Two.)
- What would be appropriate Instructional Objectives to use for the Unit? (NE ECE Core Competencies (<https://www.education.ne.gov/oec/core-competencies/>), GOLD, or NEK12 Standards, all others will use NEK12 Standards, District Essential Outcomes (if available), and/or CCSS, if you are teaching in a Common Core state.)
- What would be some appropriate assessments for the lessons, considering that you will need to include multiple and varied formative and summative assessments?
- When might the implementation of this Unit Plan take place? (allows for a time line to be made for completion of Parts 3, 4, and 5 of the IAP)

3) Complete a one-page outline using Microsoft Word, Times New Roman, 12 pt. font including:

Target: Essential Questions, Standards, and Instructional Objectives

Method: Assessment Plan Overview (both formative and summative)

Match: Unit Plan Overview

\*Note: Your outline will NOT be included in your final IAP submission.

### PART 2B:

Read the descriptions for each section. All information must be typed into Microsoft Word, Times New Roman, 12 pt. font. Use the headings given to format the report.

#### TARGET - Essential Questions, Standards, Instructional Objectives

In this section, please list the Essential Questions, Standards, and Instructional Objectives ("Learner will" statements) that will be focused upon for this unit. Each should be specific to the student learning that you are focusing upon and directly related to the content and instructional design being implemented within this unit. Your instructional objectives should be well-written, meaningful, effective, developmentally appropriate, aligned to national, state and/or district standards/goals, and described in terms of student performance, **not classroom activities**.

#### Justification

In this section, provide justification for your choice of Essential Questions, Standards, and Instructional Objectives. Elements of your justification should include at least the **type and level of learning that is needed (domains and/or taxonomies, i.e. Bloom's or Webb's)**; appropriateness of the instructional objectives to your students; and alignment with local, state, or national curriculum and/or standards.

## **METHOD - IAP Assessment Plan**

### **\*Formative Assessment Plan**

Discuss your formative assessment plan, which should include **multiple and varied** formative assessments that will help you determine student progress during the unit. Describe the indicators you will 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 instructional objectives, and how you plan to obtain information that will allow you to assess students' progress and inform instruction for next steps. **Include copies of all formative assessments.**

### **\*Summative Assessment Plan**

In this section, you need to include a description of your summative assessment plan, which should include varied assessments, and detail how each assessment aligns with one or more of your instructional objectives. Clearly explain how you will evaluate or score the assessments and when they will be administered in the IAP plan. State what criteria you will use to determine if the students' performance meets the instructional objectives. **Include copies of the assessments.**

### **Assessment Plan Table**

As an attachment or appendix to this section - construct a table (using the blank table attached below) that lists each instructional objective, assessment(s) used to judge student performance relative to each goal, and accommodations of the assessments for the individual needs of students based on contextual factors. The primary purpose of this table is to depict the alignment between instructional objectives and assessments. The table also provides opportunities to show where accommodations are going to be implemented to meet the individual needs of students or contextual factors - you are expected to include at least two accommodations that effectively differentiate learning for your students.

**\*Note: The Formative and Summative Assessment descriptions should be parallel to your Assessment Plan Table.**

### **Accommodations**

Describe and discuss the accommodations that you have identified in your Assessment Plan Table. Why have you chosen them and for whom are they provided? Be clear on the factors that have led to your decisions and how these accommodations will impact student learning.

### **REQUIRED:**

**Attach all assessment tools** that will be used, such as criteria sheets, rubrics, tests, observation checklists, etc.