



Fall Mini-Unit 2024

As a part of the fall placement experience, candidates are required to complete a mini-unit to accomplish two purposes: 1) Preparation and practice for parts of the Capstone Portfolio required in the spring clinical placement, and 2) satisfy TSPC requirements to demonstrate teaching both math and literacy as a part of the teaching performance assessment for licensure.

EDU462 candidates will prepare and teach a three to seven (3-7) day unit during their full-time teaching experience in the fall semester and complete the **Fall Mini-Unit**. Students should plan to design their unit in Math, but if circumstances dictate designing a literacy unit, inform the University Supervisor. EDU405 candidates will complete some portions of the mini-unit in their fall placement which will be described in more detail in the EDU405 meetings throughout the semester. Required components for both EDU462 and EDU405 candidates will use the directions found in the Capstone Handbook Instructions (see note below regarding Instructional Evidence*) and will be scored using the rubrics in that Handbook.

The **Fall Mini-Unit** is designed intentionally to evaluate aspects of teaching which demonstrate a candidate's readiness to enter the profession and be recommended for licensure (planning, instruction, evaluation, and reflective practice). The **Fall Mini-Unit** includes the following components:

- Context for Learning (Rubrics 1.1, 1.2, 1.3, 1.4)
- Unit Description (Rubrics 2.1, 2.2, 2.3, 2.4)
- Lesson Plans (Rubrics 3.1, 3.2, 3.3)
- Instructional Evidence (Rubrics 5.2 & 5.3) *
- Overall Final Reflection – Only Prompt 1. (Rubrics 10.1, 10.2, 10.3)

The five components will be used to begin to measure teaching performance this semester. The **Capstone** will build on some of these components (Context), require new content for some components (Unit Description, Lesson Plans, Reflections), and have additional components to complete next semester. There are 16 rubric rows used to assess the **Fall Mini-Unit** requiring candidates to have a minimum score of 32 with no rubrics scored as a 1 to pass EDU462.

The **Fall Mini-Unit** will be assessed by a trained scorer using rubrics designed to measure each element of the assessment. Rubrics focus on qualities and expectations in accordance with InTASC standards and Corban School of Education Expected Outcomes. Levels of proficiency (Not Acceptable -1, Proficient -2, Accomplished -3, Exemplary -4) are described for each row of each rubric.

* Instructional Evidence

The **Fall Mini-Unit** will deviate from the **Capstone** instructions on this one component to allow for more flexibility in completion of the task. Please note the following instructions for how to complete the Instructional Evidence piece:

Candidates will video 15-30 minutes of any lesson during their mini-unit. After completion of the lesson, candidates will watch the video of their teaching (similar to the micro-teaching process in EDU330/530) and write a reflection based upon the video. *The reflection should directly address both a summary of teaching, improvement ideas for the lesson, and next steps for future instruction.* Address the following prompts in some manner to guide the reflection; include time stamps in the narrative to highlight specific examples that are used (e.g. '4:46').

- What went well? What stands out as a highlight of the lesson?
- What was unexpected or challenging during the lesson?
- How could the lesson be improved for the next time it is taught?
- How will you use this lesson to plan and adapt the following lessons?
- What instructional, learning, and management strategies were utilized to deepen student understanding of content, and to apply knowledge in meaningful ways for all learners?

Note: The rubric from the Capstone Handbook (rows 5.2 & 5.3) still applies to this style of reflection even if it is a different format than what is required in the Capstone.