

QUEENS COLLEGE
City University of New York
Education Unit

Curriculum Unit Assessment for Teacher Candidates
To be completed in one of the culminating courses

Candidate's Name: _____ **Date Completed:** _____

Did Candidate Implement the Unit at a Field/Work Site: _____ **Subject Area/Program:** _____

Queens College Faculty: _____ **Course Number:** _____

Directions:

Please take some time to rate the candidate's curriculum unit developed (and where possible implemented) as part of this course in terms of the candidate's ability to organize and structure content, sequence the lessons, and assess student learning. In extenuating circumstances, a candidate may not be able to implement this unit, please check N/A as needed.

<i>Design and Organization of Curriculum Unit</i>	Unacceptable	Emerging	Acceptable	Target	N/A
1. Candidate demonstrates content knowledge of the subject across the lessons that make up the unit consistent with professional, state and institutional standards.	1	2	3	4	N/A
2. Candidate demonstrates pedagogical knowledge of the subject across the lessons that make up the unit consistent with professional, state and institutional standards.	1	2	3	4	N/A
3. Candidate incorporates pedagogically appropriate strategies and techniques across the lessons that make up the unit to meet the diverse instructional strengths and learning needs of all learners.	1	2	3	4	N/A
4. Candidate offers clear evidence of the logical, intuitive sequence of information and demonstrates that each lesson plan within the unit contains a clearly articulated purpose and rationale, goals and objectives, adaptations for diverse learners, and an evaluation of student learning.	1	2	3	4	N/A
5. Candidate presents clear evidence of connection of unit to state learning standards within the discipline with frequent references to key facts and concepts all learners are likely to learn.	1	2	3	4	N/A
6. Candidate selects and incorporates research-based best-practices based approach across the lessons that make up the unit based on current literature within the discipline building a clear conceptual rationale for the approaches taken.	1	2	3	4	N/A

<i>Implementation and Adjustment of Curriculum Unit</i>	Unacceptable	Emerging	Acceptable	Target	N/A
7. Candidate includes the use of the appropriate materials, instructional strategies, and technology across the lessons that make up the unit to present content and foster access to that content for all learners.	1	2	3	4	N/A
8. Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback within individual lessons and adjusts remaining lessons within the unit accordingly.	1	2	3	4	N/A

9. Candidate sequences instructional activities and approaches across the lessons that make up the unit to promote the movement of students through all phases of instruction: entry, acquisition, proficiency, maintenance, generalization, and application.	1	2	3	4	N/A
10. Candidate demonstrates broad level of subject matter knowledge across the lessons that make up the unit, especially in relation to student generated questions (i.e., all information is clear, appropriate, and correct).	1	2	3	4	N/A

<i>Evaluation of Curriculum Unit and Student Learning</i>	Unacceptable	Emerging	Acceptable	Target	N/A
11. Candidate demonstrates the ability to engage in structured self-reflection including a thoughtful analysis of the strengths and weaknesses of each lesson and the unit as a whole; is able to offer clear explanations of what should be done differently and why, in order to more actively engage students and promote student learning.	1	2	3	4	N/A
12. Candidate builds in formative and summative approaches for monitoring (assessing) student learning across the lessons that make up the unit.	1	2	3	4	N/A
13. Candidate gathers and presents clear evidence of student learning in relation to the critical content of each lesson within the unit.	1	2	3	4	N/A
14. Candidate gathers and presents clear evidence of student learning of the critical content or big ideas within the unit.	1	2	3	4	N/A

<i>Additional Comments or Concerns:</i>

Thank you