

SECTION IV
**Assessment 6: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS,
AND DISPOSITIONS**

Appendix C: Unit Plan Portfolio
Attachment I: Unit Plan Portfolio Rubric

1. Description of the Assessment:

The teacher candidates create a unit plan that investigates a mathematical concept of the candidate's choosing. The unit plan becomes the teacher candidate's third required portfolio and is assessed with a rubric by members of the Mathematics Department at the completion of the teacher candidate's program (see Attachment I). Specific items to be included within the unit plan are found in Appendix C. The teacher candidates are required to address the unit's goals and objectives, teaching resources, instructional methods, extensions, and assessment techniques.

2. Alignment of NCTM Standards and Indicators:

This assessment aligns with:

Dispositions: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Mathematics Pedagogy: 8.1, 8.2, 8.3, 8.4, 8.7, 8.8, 8.9

3. Data findings:

Of the four teacher candidates who were required to submit a Unit Plan Portfolio, all four received a grade of proficient or higher. One teacher candidate received a grade of exemplary. These data indicate that all the teacher candidates met or exceeded the standards set by the Mathematics Department.

Unit Plan Portfolio Assessment			
Number of Teacher Candidates	Not Proficient	Proficient	Exemplary
4	0	3	1

4. Data Interpretation:

In order to complete this assessment successfully, the teacher candidates must engage in the process of problem solving, reasoning, communicating, and using representations. The depth and clarity of the teacher candidates' work provides evidence for meeting this standard. The creation of the unit plan also requires the teacher candidates to demonstrate a command of the content standards and a deep conceptual knowledge related to the specific mathematical area they selected for their lesson.

The teacher candidates are expected to address both the mathematical understanding of the topics and the pedagogical implications of their unit plan. The fact that all the teacher candidates received at least a grade of proficient on this portfolio indicates that they did reflect upon, understand, and apply the relevant content and pedagogical standards. In addition, the results of this assessment indicate that all the teacher candidates developed a robust understanding and the potential ability to communicate that understanding of mathematical ideas to their students.