

Teaching Effectively

Purpose 2

The Master of Science Degree in Education: Dual Childhood Education 1-6/Teaching Students with Disabilities

AUDREY COHEN SCHOOL FOR HUMAN SERVICES AND EDUCATION

SUMMER 2013

**Metropolitan College of New York
431 Canal Street, New York, NY 10013**

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TEACHING EFFECTIVELY

Purpose 2

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POLICIES

Attendance

Students are required to arrive on time and attend all scheduled classes, to complete all assignments by the due date, and to actively participate in class discussions. Additionally, students are responsible for knowing missed material. Faculty need not offer make-ups or extensions for missed work. Students who miss multiple classes may jeopardize their good standing. Students who accumulate excessive absences or lateness may be recommended for withdrawal.

Grading System

A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
F	0.000
FNS	0.000 Fail, No Show - Student never appeared in the course
FWD	0.000 Fail, Withdrawal - Student stopped attending the course
I	0.000 Incomplete – instructor must submit Incomplete Grade Notification with Grade Roster to give an Incomplete
W	0.000 Student officially withdrew from the course

Please note: At the graduate level, the lowest passing grade a student may receive is a C. If the student is not performing at the C level, the student receives a Failure for the course.

Incomplete Grades

An “I” or incomplete grade is not automatic and given only if the student has been doing passing work. When a student’s work in a course is not finished on time because of a major illness or other valid exceptional, compelling circumstances, an instructor may give an “I”. It is the responsibility of the student to provide the instructor with evidence or documentation before an incomplete grade is granted. The student must satisfy the “I” by the “date of proposed completion” indicated on the form. Otherwise the grade becomes an “F.” Failures must be repeated if the student is permitted to continue.

Students have until the completion date set by the instructor but no later than the end of the seventh week (with the instructor’s permission) of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time period. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for an Extended Incomplete – is required to carry an incomplete beyond this time period. The faculty member, student and appropriate Dean will need to sign the Incomplete Extension Contract.

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else's work as though it is your own constitutes plagiarism. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format. As a teaching tool to prepare original scholarship, faculty may require students to submit assignments to the *turnitin* website.

Add/Drop

It is the policy of the Audrey Cohen School for Human Services and Education that the Director's Office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Collected Material Policy

In an effort to monitor the quality of the MSED courses and programs, samples of student work may be retained as hard copies or as electronic copies for NCATE or external accreditation review as well. The retention period for these electronic or hard copy materials is indefinite. No individual student is identified in the evaluation of the program data. No individual student is identified in the evaluation of the program data.

Questions or concerns about this process may be directed to the Director of the Master of Science in Education Programs.

***Students are responsible to adhere to all procedures contained in the on-line *MCNY Student Handbook*.**

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio equipment should be turned off in the classroom at all times.
- Laptop computers should only be used for related academic class work in the classrooms.

Any information in this handbook is subject to change.

Definitions

The Purpose (pedagogical performance area) for each semester is generally examined from five different perspectives called Dimensions.

There are five Dimensions that form the bedrock upon which to achieve the performance areas and to organize knowledge. The Dimensions are 1) Purpose Seminar, 2) Values and Ethics, 3) Self and Others, 4) Systems, and 5) Skills (technical and communication). All work of each semester is organized around these perspectives. The Dimensional perspectives remain constant while the Purpose to be achieved changes each semester.

Purpose Dimension Seminar

The Purpose Dimension Seminar provides field experiences coupled with the class seminar that allows you to review and analyze your experiences. The Purpose Dimension Seminar is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

Constructive Action

In this course, you must demonstrate that you have achieved your Purpose by performing a Constructive Action. The Constructive Action for each semester is supervised and facilitated through this class and culminates in the submission of the constructive action document.

Values and Ethics Dimensions

The Values and Ethics Dimension courses focus on the philosophy underpinnings of education and how it relates to the semester's purpose. You gain philosophical understanding, through a sequence of studies that present different visions for education, an examination of social values and technology, a construct for a personal ethical code, a recognition of value issues in society and in public policy, and ways to deal productively with value conflicts and ethical dilemmas in teaching.

Self and Others Dimension

In the Self and Others Dimension courses, you will master knowledge about developmental psychology, learning, intelligence, curriculum, measurement and cultural diversity. In this Dimension, you will also study curriculum development, and aspects of the humanities that include literature, art, music, and drama, et al.

Systems Dimension

In the Systems sequence, you will analyze social institutions and scientific models. Looking at the world in terms of structures of integrated relations will give you a perspective for viewing, understanding, and teaching about the natural, social, and technological environments. You will also explore the foundations and trends in special education and learn to use these perspectives in the teaching of social studies and science in grades 1 through 6.

Skills Dimension

In the Skills dimension courses you will learn specific teaching methods and classroom strategies. The technical and communication skills that are needed to prepare you as a prospective teacher for success in the classroom, school, and community are developed in these courses. The broad

spectrum of skills includes the application of reading, mathematics for young students, as well as developing teaching strategies for inclusive classroom settings.

The Purpose-Centered Educator Proficiencies

Based on the College's and the teacher education program's mission and consistent with the purpose, goals, and philosophy, the Purpose-Centered Education Proficiencies provide structure for candidates' learning outcome. The proficiencies that follow are aligned with NCATE/ACEI/CEC national professional standards, New York State Education Department learning standards and INTASC teaching principles.



THIS SYMBOL MEANS THAT THE DIMENSIONS COURSE ASSIGNMENT SHOULD BE INTEGRATED IN YOUR CONSTRUCTIVE ACTION DOCUMENT.

Any information in this handbook is subject to change.

The Mission of the Institution

The overall mission of Metropolitan College of New York is “To provide a superior, experientially-based education that fosters personal and professional development, promotes social justice, and encourages positive change in workplaces and communities.”

The Vision of the Unit

Although the Masters of Education program was not instituted until 40 years after the founding of the College, the vision that originally informed the institution as a whole is particularly well suited to the preparation of teachers.

In line with the College’s founding vision and mission, the Masters of Science in Education program provides a context within which empowerment is a central goal. The need for more teachers in the New York City area is well established, as are the significant challenges that they will face. The ultimate vision of the unit is to produce graduates from a wide range of backgrounds who are equipped to empower urban children to become “effective and productive” adults.

The institution’s long-standing emphasis on “experiential” learning also lends itself particularly well to the Masters of Science in Education program. From the first week of their attendance in the program, up through to the final weeks leading to graduation, MCNY candidates are immersed in the daily life of a wide range of elementary school classrooms in lower Manhattan. While candidates’ participation in the cooperating schools has a different focus each semester, the overarching aim is to enable prospective teachers to apply in hands-on practice what they have learned in theory through their academic work.

The Mission of the Unit

In line with MCNY’s overall mission, the mission of the Masters of Science in Education program is to provide a Purpose-Centered, performance-based education that will equip Purpose-Centered Educators with the knowledge, skills, and dispositions that result in effective relationships with key constituencies, developmentally appropriate teaching practices, and constructive responses to diversity.

Based on the college’s and the professional unit’s mission, and consistent with the purpose, goals, philosophy and conceptual framework, the education program at MCNY has identified proficiencies/ learning outcomes for its candidates. The proficiencies are aligned with national, state, and professional standards.

The Purpose-Centered Educator Proficiencies

Knowledge:

- A. **Subject Matter**
Candidates demonstrate knowledge of general education and of subject matter and are able to integrate this knowledge into their practice.
- B. **Student Learning**
Candidates know theories of human development and learning and know how to use developmental theory in their practice to optimize student learning.
- C. **Diversity of Learners**
Candidates know theories about developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.
- D. **Environment for Learning**
Candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.
- E. **Assessment**
Candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning.

Skills:

- A. **Planning Instruction**
Candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.
- B. **Strategies/Technologies**
Candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem solving.
- C. **Learning Environment**
Candidates create a positive learning environment where students are engaged and self-motivated.
- D. **Communication**
Candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.

- E. **Assessment**
Candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.
- F. **Collaboration and Relationships**
Candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).
- G. **Reflection and Professional Development**
Candidates reflect on and analyze the impact of their actions on student learning in order to develop as professionals.

Dispositions/Values:

- A. **Diversity/Individual Differences**
Candidates show that they can empower all students to be effective learners helping them to develop self-confidence and competence.
- B. **High Expectations**
Candidates demonstrate through their classroom behavior that all students can learn at high levels, and they persist in helping all students achieve success.

Candidates' Proficiencies Aligned with State and National Standards

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
<p>Knowledge (A) Subject Matter Candidates demonstrate knowledge of general education and of subject matter and be able to integrate this knowledge into their practice.</p>	<p>Standard II: Knowledge of Content and Instructional Planning Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science; 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation; 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the</p>	<p align="center">3</p>	<p align="center">1,2,3</p>

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
			<p>integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p> <p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;</p> <p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;</p> <p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life or elementary students.</p>		
(B) Student Learning	Standard I: Knowledge of Students and Student Learning	Standard #1: Learner Development The teacher understands how	1. Development, Learning and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related	1	1, 2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
The candidates know human development and learning and how to use this developmental theory in their practice to optimize student learning.	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.		
(C) Diversity of Learners The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.	Standard I: Knowledge of Students and Student Learning Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	4	2, 3
(D) Environment for Learning The candidates know the developmental and learning theories	Standard IV: Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active	3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments .	2	1, 2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
that facilitate the creation of a positive environment for learning.		engagement in learning, and self motivation.			
<p>(E) Assessment</p> <p>The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning</p>	<p>Standard V: Assessment for Student Learning</p> <p>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>	<p>Standard #6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>4.0 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	5	2,3
<p>Skills (A) Planning Instruction</p> <p>The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.</p>	<p>Standard II: Knowledge of Content and Instructional Planning</p> <p>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p>Standard #7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	4	1,2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
<p>(B) Instructional Strategies and Technologies</p> <p>The candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.</p>	<p>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>3.3 Development of critical thinking, problem solving, and performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills.</p>	4	2,3
<p>(C) Learning Environment</p> <p>The candidates create a positive learning environment where students are engaged and self-motivated.</p>	<p>Standard IV: Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation, and behavior among students at the 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>	2	2,3
<p>(D) Communication</p> <p>The candidates use effective verbal, non-verbal strategies, medias</p>	<p>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active</p>	<p>3.5 Communication to Foster Collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	7	1,2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
and technologies to promote student learning.		engagement in learning, and self motivation.			
(E) Assessment The candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.	Standard V: Assessment for Student Learning Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	4.0 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	5	2,3
(F) Collaboration and Relationships The candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).	Standard VI: Professional Responsibilities and Collaboration Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	5.2 Collaboration with Families: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	7	1, 2,3
(G) Reflection and Professional Development	Standard VII: Professional Growth Teachers set informed goals and strive for continuous	Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities	5.1 Professional growth, reflection, and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources	6	1, 2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.	professional growth.	to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.		
<p>Dispositions/Values (A) Diversity/Individual Differences</p> <p>The candidates show they can empower all students to be effective learners helping them develop self-confidence and competence.</p>	<p>Standard II: Knowledge of Content and Instructional Planning</p> <p>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	2	2, 3
<p>(B) High Expectations</p> <p>The candidates demonstrate through their classroom behavior that all</p>	<p>Standard III: Instructional Practice</p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>1.0 Development, Learning, and Motivation-- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	6	2, 3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
students can learn at high levels and they persist in helping all students achieve success.					

Assessment System

The system for assessing candidate proficiencies and unit operations at MCNY is designed to enhance candidate performance and to improve the professional education program as well as the unit's policies and procedures. The assessment system is composed of internal and external measures organized around transition points and reflects the unit's conceptual framework. Data is collected at the transition points, aggregated or summarized, then analyzed and shared with faculty, administrators, grade 1-6 partners and candidates. The overall purpose is to use the data for improvement.

The development and implementation of the assessment system at MCNY is an on-going process involving the professional unit faculty as well as faculty in other units, candidates and 1-6 educators. The assessment system is meant to be both developmental and continuous. As candidates progress through the three semesters (Purpose 1, 2, and 3), they engage in multiple assessments that allow them as well as the college and public school faculty to reflect on candidates' practice and on the learning of students in grades 1-6.

The faculty and the Director of the education program oversee all of the activities related to the collection, aggregation, and dissemination of data as well as the use of the data for program changes.

The assessment system at MCNY has the following characteristics:

1. Candidates' knowledge, skills and dispositions are assessed continuously at critical points.
2. Multiple assessments are used to assess candidate performance in a variety of ways.
3. Data from internal and external sources are used to make decisions about candidates' admission, retention, program completion and graduation.
4. Rubrics are developed and used to determine levels of performance.
5. Unit operations are evaluated and modified based on data.

The assessment system at MCNY collects candidate data at four transition points: admissions to the program; admissions to Purpose 2 (Student Teaching 1); admission to Purpose 3 (Student Teaching 2); and program completion.

Data collected at these transition points are garnered from multiple internal and external sources, traditional testing, performance assessments, recommendations, observations of teaching, etc. Central to the system are the Purpose 1, Purpose 2, and Purpose 3 Constructive Action Assessments. These assessments are modeled after the Teacher Work Sample adapted from the Renaissance Partnership for Improving Teacher Quality to monitor candidates' instructional practice and to collect data on student learning in grades 1-6 during fieldwork.

Admission to the Program (Purpose 1):

Candidates applying to MCNY desiring to be admitted to the Master of Science in Education must meet the following criteria:

- BA/BS degree from an accredited institution

- Minimum 3.0 GPA
- Interview
- Essay
- Two letters of recommendation
- LAST scores (recommended)

Admission to Purpose 2 (Student Teaching 1):

Candidates must successfully complete Purpose 1 requirements, including the field experience, in order to be admitted to the first of two semesters of internship or student teaching. Successful completion of Purpose 1 is measured by:

- Satisfactory evaluation on the Field Experience (minimum 120 hours)
 - Satisfactory completion of the *Pre-Student Teaching Assessment (Constructive Action 1)*
 - Passing grades on the Mathematics and Reading methods courses
 - *Child Study of a student with disabilities*
 - *Foundations of Special Education Examination*
 - Child Abuse assessment *
 - Criminal Background check *
 - C-BASE scores
 - **Evidence during Purpose 1 of having Passed the LAST exam**
- * You will be given directions on how to complete the on-line learning Child Abuse training how to be fingerprinted by the NYCDOE.

Admission to Purpose 3 (Student Teaching 2):

Candidates must successfully complete the Purpose 2 semester, including the first student teaching experience, in order to be admitted to the second student teaching experience and the third and last semester of the program.

Successful completion of Purpose 2 is measured by:

- Satisfactory *Student Teaching 1 Proficiencies Assessment* (minimum 32 days) by faculty supervisor and cooperating teacher – EDU 520 CON
- Satisfactory completion of the *Lesson Planning Assessment (Constructive Action 2)* Assessment – EDU 520 PUR
- *Integrated Thematic Unit Assessment* – EDU 520 SYS
- Project SAVE Seminar – SEM 521 VAL
- Minimum 3.0 GPA
- **Evidence during Purpose 2 of having passed the ATS/W-Elementary exam**

Program Completion/Graduation:

Candidates must successfully complete all requirements for the program and all assessments including:

- Satisfactory *Student Teaching 2 Proficiencies Assessment* (minimum 32 days) by faculty supervisor and cooperating teacher
- Satisfactory completion of the *Teacher Work Sample Assessment (Constructive Action 3)*
- *Arts Diversity Project Assessment* – EDU 530 SEL

- Minimum 3.0 GPA
- **CST scores (020) (060)** – Candidates must pass exams in order to receive certifications from the New York State Education Department.

Recommendation for Certification:

In order to be recommended and achieve certification, candidates must:

- Complete an on-line NYS TEACH application
- Successfully complete all degree requirements
- Achieve passing scores on the NYSTCE tests: LAST, ATS/W-Elementary, CST Multi-Subject (002), and CST Students with Disabilities (060) in order to qualify for certifications

Process for Ensuring Accuracy and Consistency:

The assessment system has been developed to include multiple assessments of candidate performance at each transition point. At each transition point there are internal and external assessments of the candidate's progress.

The external assessments such as the LAST, ATS/W-Elementary, and CST Multi-Subject are standardized assessments developed by New York State with established validity and reliability. Based upon local studies, a passing score on the LAST is required for eligibility for Student Teaching I (Purpose 2) and a passing score on the ATS-W Elementary is required for eligibility for Student Teaching II (Purpose 3). In addition, the C-BASE assessment developed by the University of Missouri – Columbia is administered to all Purpose 1 students and used for diagnostic purposes of candidates' content knowledge and skills.

Internal assessment data, such as evaluations of the Field Experience and Student Teaching 1 and 2 come from multiple sources: the college faculty supervisors, the school cooperating teachers and the candidates themselves. The scores from all three individuals involved in the process will be compared to ensure there are no serious inconsistencies.

Candidates Who Do Not Meet Expectations:

When candidates are not meeting unit expectations for successful progress as evidenced by assessments, the Director or faculty member upon consultation with the Teacher Education Committee [TEC] meets with the candidate. A plan of action/remediation which has been formulated from all assessment data and faculty feedback is given to the candidate. This individualized process takes place at the beginning and at the end of each Purpose semester.

Assessment of Unit Operations:

The assessment system includes not only the assessment of candidate performance described above, but the monitoring and evaluation of the professional unit's operations such as: admissions procedures, enrollment trends, faculty performance, library and other candidate services, course outcomes, degrees awarded, etc.

The data on unit operations is collected, analyzed, and shared on a regular basis. Instruments utilized for this purpose include: surveys of candidates, alumni surveys, employers' feedback (surveys or focus groups), course and faculty evaluation data, EBI Exit survey, and data gathered for regional accreditation purposes, etc. No individual candidate is identified in the evaluation of the program data.

MCNY ASSESSMENT SYSTEM CANDIDATE PERFORMANCE

Transition Points	Assessment Tools E-External I-Internal	Proficiencies
Admission to the Program (Purpose 1)	BA/BS Degree (E) GPA 3.0 (E) Letters of Recommendation (E) Interview (I) Essay (I) LAST scores recommended (E)	<u>Knowledge</u> (A) <u>Dispositions</u> (A, B)
Admission to Purpose 2 (Student Teaching 1)	Passing Grade in Mathematics and Reading Methods courses (I) Criminal Background Check (E) Child Abuse Rubric (E) <i>Pre-Student Teaching Proficiencies Assessment</i> (I) <i>Pre-Student Teaching Assessment (Constructive Action 1)</i> (I) <i>Child Study Assessment Foundations of Special Education Examination</i> CBASE scores (E) Passing Score LAST (E)	<u>Knowledge</u> (A, B, C) <u>Skills</u> (B, D, F, G) <u>Dispositions</u> (A, B)
Admission to Purpose 3 (Student Teaching 2)	3.0 GPA (I) <i>Student Teaching 1 Proficiencies Assessment</i> (I) <i>Lesson Planning Assessment (Constructive Action 2)</i> (I) Project SAVE Seminar (I) <i>Integrated Thematic Unit</i> (I) Passing Score ATS/W-Elementary (E)	<u>Knowledge</u> (A, B, C, D, E) <u>Skills</u> (A, B, C, D, E, F) <u>Dispositions</u> (A, B)
Program Completion	3.0 GPA (I) <i>Student Teaching 2</i>	<u>Knowledge</u> (A, B, C, D, E)

	<i>Proficiencies Assessment (I)</i> <i>TWS Assessment</i> <i>(Constructive Action 3) (I)</i> <i>Arts Diversity Project</i> <i>Assessment (I)</i> <i>CST scores (E)</i>	<u>Skills</u> (A, B, C, D, E, F, G) <u>Dispositions</u> (A, B)
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TEACHING EFFECTIVELY

Overview of the Purpose

The primary focus of Purpose 2 is to provide you with the opportunity to synthesize your understanding of elementary education with national and state standards. You will be required to successfully apply subject matter knowledge, techniques in curriculum instruction, standards-based assessment and learning theory to the teaching of elementary students. In your first student teaching practicum, you as a prospective teacher blend theory and practice as materials, activities, standards, curriculum subject matter and assessment relate to a primary grade in the context of an actual elementary school classroom. In addition, issues of classroom management and organization in support of effective teaching methods are considered.

A key element of the Purpose 2 is your teaching practicum, consisting of 32 full days. Faculty teaching the Purpose Dimension seminar will arrange your practicum. It will be your responsibility to document the dates and times you devote to meet this requirement.

You will undertake a Constructive Action that will be aligned with the teaching practicum. You will fuse knowledge from the Dimension courses into the Constructive Action and its documentation to achieve the Purpose of the second semester. Both your participation in the teaching practicum and your Constructive Action will be assessed.

The Purpose (pedagogical performance area) for each semester is examined from five different perspectives called Dimensions.

Five Dimensions form the bedrock upon which to achieve the performance areas and to organize knowledge. The Dimensions are 1) Purpose Seminar, 2) Values and Ethics, 3) Self and Others, 4) Systems, and 5) Skills (technical and communication). All work of each semester is organized around these perspectives. The Dimensional perspectives remain constant while the Purpose to be achieved changes each semester.

Purpose Seminar: Analysis of Teaching Behavior

There is a primary focus on providing you with the opportunity to synthesize understanding of elementary education and the national/state learning standards. In your first student teaching practicum, you will blend theory, trends and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual elementary school classroom.

Constructive Action: Teaching Practicum Grades 1-3

This course instructs you on how to develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis is placed on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. You will practice skills being learned in the teacher education program through direct experiences with individual students, groups of students, or a whole class of students including students with disabilities. These skills are practiced under the direct supervision of a certified teacher which has the official responsibility for the students.

Values and Ethics: Classroom Management for Academic and Social Growth

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

Self and Others: Curriculum Development and Assessment in Special Education

This course examines and applies the basic principles underlying developing and planning curriculum with assessment for all students with exceptional learning needs, including students with autism. A strong emphasis will be placed on designing and assessing curriculum using research-validated methods including the teaching of reading and mathematics and methods of enrichment and remediation in reading and mathematics. The course includes curriculum planning by adapting instructional strategies, including implementing assistive and instructional technology, which correlates with learning styles and skill levels for students with disabilities and students without disabilities. In addition, the application of curriculum-based measurement, diagnosis and evaluation techniques of students with disabilities is integrated with the end-of-semester capstone Constructive Action research project required of student teachers this semester

Systems: Teaching Social Studies in the Elementary School

This course examines effective social studies teaching practices in the elementary grades. Topics studied in preparing curricula include: standards; scope and sequence; facts, concepts and performance outcomes; unit planning for children of various backgrounds and learning capabilities; community study; and teaching for social concern, social criticism and social action.

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6

This course builds on *Teaching and Learning Mathematics with Technology in Grades 1-3*. Examination of curriculum, goals, methods, and materials for teaching mathematics in grades four through six. Upper elementary grade examination on the topics of number sense, place value, and problem-solving that integrates addition, subtraction, multiplication and division skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra in grades four through six. The lessons that student teachers develop for this course are differentiated to meet the diverse needs of all types of learners. The use of instructional and assistive technology and developing skills in teaching students to use technology to acquire and enhance mathematical skills.

Communication Skills: Reading Instruction for Upper Grades

Extends the view of language and the reading processes to the upper elementary student. Increasing competence in basic reading strategies, research-validated methods of instruction, including diagnostic teaching of reading and writing across the curriculum for the benefit of students with disabilities. Continued emphasis on the reading/writing relationship, the use of assistive and instructional technology for improvement of learning, and methods of enrichment and remediation for all students including students with disabilities.



THIS SYMBOL MEANS THAT THE DIMENSION COURSE ASSIGNMENT IS TO BE INTEGRATED INTO YOUR CONSTRUCTIVE ACTION DOCUMENT.

PURPOSE 2 SEMINAR

Analysis of Teaching Behavior Grades 1-3 (EDU 520 PUR) Practicum and Constructive Action Document (EDU 520 CON)

Dr. Leonard Golubchick
Room 1242
Tel. 212.343.1234 x2417
lhgolubchick@mcny.edu

Overview

The Purpose 2 Seminar integrates your experiences in the schools with your Dimension courses through the development of a Constructive Action project that you will undertake in a classroom setting. The Constructive Action is a modified version of the *Renaissance Partnership for Improving Teacher Quality*. Our discussions and readings will focus on the challenges you face as pre-service teachers in the first of two student teaching experiences. You will be developing a broad repertoire of pedagogical strategies that include facilitating the academic, social and ethical development of all children including students with disabilities through objective observations and rigorous curriculum planning; creating a supportive and well-managed classroom environment; developing effective teaching practices; addressing the needs of the school and community; and gaining knowledge about community resources. This clinical study of your student teaching activities in the classroom will enable you, the cooperating teacher, and the faculty field advisor to document and analyze the professional abilities that you will be developing this semester.

Objectives

To fulfill the requirements of this course, you are expected to:

- 1. Participate in a structured, college-supervised practicum learning experience (32 days within grades 1-3) in which you apply successfully the strategies and skills presented through the teacher education program.*
- 2. Document the children's developmental and learning needs and integrate those needs with the scope, goals and teaching methods that you plan to use in the classroom, all in the context of the school's mandates and standards.*
- 3. Prepare organized plans for individual lessons across the semester with objectives and strategies that meet the needs of all students including students with disabilities in a primary grade classroom.*
- 4. Monitor and reflect on your progress in the practicum, adjusting your performance, and blending theory and practice in the classroom setting.*

5. *Construct and implement a Constructive Action project that is integrated into your practicum.*
6. *Document and analyze the effectiveness of your Constructive Action and formulate long-range plans for other learning opportunities for all students including students with disabilities.*

Assessment

Your final grades will be based on the following two components of the seminar and practicum:

Purpose 2 Seminar: Analysis of Teaching Behavior

Attendance and Class Participation	10%
Weekly Assignments: Lesson Planning and Analysis of Instruction and Student Learning	25 %
Constructive Action Document	55 %
CA Presentation	<u>10 %</u>
Seminar 2 Totals	100%

Teaching Practicum: Grades 1-3

Practicum Attendance & Participation: 32 full school days*	20 %
Formal Observations (3) by Faculty Supervisor	80 %

***You are required to accurately record attendance by maintaining a time-clock attendance card that you must submit at the end of the month. The time-clock card will be examined by the college field supervisor every time he or she visits the school. Make a copy of each time-clock card for your own records. No matter which school you are assigned to, you are required to report before 8:00 am and leave no earlier than 3:00 pm each day. You may fail the course if you are repeatedly absent, late or leave before 3:00 pm. Candidates have the responsibility to contact both the school and the college supervisor of an absence or lateness.**

Participation Assessment:

The students' level of participation will be assessed through: Attendance and punctuality, weekly lesson planning and practice teaching, periodic informal conferences with the student and Cooperating Teacher, and site visits by the Faculty Supervisor.

Required Text

Goethals, M., Howard, R., Sanders, M. (2003) *Student teaching: A process approach to reflective practice*. 2nd edition. Prentice Hall. ISBN: 9780130987440

Readings Recommended

Cooper, J. and Kiger, N. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston: Houghton Mifflin Company.

Curtis, D. and Carter, M. (2000). *The art of awareness: How observation can transform your teaching*. St. Paul, MN: Red Leaf Press.

Websites and Databases

Use the following links for lesson plans:

Common Core State Standards: www.engageny.org

NYSED Curriculum, Instruction & Instructional Technology: Core Curriculum: *Grade-Specific Indicators*. From the home page below, click on Core Curriculum Guidance in left column, go to appropriate subject area, English Language Arts, Math or Social Studies, then select grade level: <http://www.emsc.nysed.gov/ciai/>

For example: New York State English/Language Arts Standards: Grade-Specific Performance Indicators: <http://www.emsc.nysed.gov/ciai/ela/elacore.htm>

Common Core Instructional Shifts: <http://engageny.org/resource/common-core-shifts/>

Professional Association Databases:

International Reading Association (IRA): The site gives access to its articles on teaching reading and research. Use their search engine for your lesson plans: <http://www.reading.org/>

Lesson plans at: <http://www.readwritethink.org/> and: *Reading Online*. An on-line journal of K-12 practice and research: <http://www.readingonline.org/>

The National Council for Teachers of English: <http://www.ncte.org/>

The National Council for Teacher of Mathematics (NCTM): Use this site for math lessons and research. NCTM standards, research and lesson plans are available online through: *Illuminations*. <http://illuminations.nctm.org/>

The National Council for Social Studies. The Council provides lessons plans and research to integrate the social studies into the curriculum. <http://www.ncss.org/>

Association of Childhood Education International (ACEI). You should consider joining this professional organization for elementary teachers. <http://www.acei.org>

Council for Exceptional Children (CEC). <http://www.cec.sped.org>

MCNY Library Databases: The two best databases for research articles on teaching at the Library's web site are: Wilson Web and EBSCO, in that order. Refer to Visual Thesaurus for a graphic display of synonyms. On EBSCO go to the Visual Search tab for a graphic display of all related articles. **Also see Visual Thesaurus.**

New York City Department of Education (NYC DOE): The DOE home page is an important source for information about: Individual schools, the calendar, performance standards in all subjects and many other topics. Simply enter your topic in the box to search the site. <http://schools.nyc.gov/default.htm>

NYC DOE Scope and Sequence for Science and Social Studies: <http://schools.nyc.gov/Teachers/QuickLinks/scopesesequence.htm>

Renaissance Partnership for Improving Teacher Quality.

<http://www.docstoc.com/docs/430394/The-Renaissance-Partnership-for-Improving-Teacher-Quality>

ASSIGNMENTS OVERVIEW:

Lesson Planning, Observations and the Constructive Action Project (CA): You are required to prepare, teach and fully document eight lesson plans during your student teaching experience, three of which will be observed and evaluated jointly by the college field supervisor and the cooperating teacher. One each should be in literacy, math and social studies. Follow the lesson plan outline, located at end of this handbook. However, you are expected to plan and teach more than eight lessons, and that additional documentation is limited to your own field notes. These lessons and your Instructional Decision-Making (CA Part III) and your Analysis of Student Learning (CA Part IV) form the basis for your CA. Planning and presenting lessons will gradually increase in scope and frequency across the student teaching period. Planning and practice teaching will be assessed through regular conferences and evaluations with your cooperating teacher and your faculty supervisor. Carefully follow the syllabus, the CA Outline, and rubrics, for these instructions from the criteria for the Seminar grade.

The Reflection Sheet of each of the **eight lessons** taught are to be recorded immediately and should correspond to the Implementation Log. Your analysis of each lesson, written in past tense, should include the questions listed in the guide. After each lesson, select work samples from the students in your study group. Scan or photograph these worksheets and include with each lesson analysis. Summaries from these analyses will be consolidated in CA V. Reflection and Self-Evaluation

Format: Use the specific instructions in the syllabus, CA Outline, and in the Guidelines for Lesson Analysis to edit your own journals prior to submission. Each analysis includes a full heading, subheadings and a few samples of student work described in the text. Digital photographs of the student work included in your analyses are recommended, which can then be e-mailed to the instructor, along with a paper copy delivered during the class.

Standards: Each lesson plan includes grade-specific standards from NYSED Curriculum, Instruction & Instructional Technology: Core Curriculum standards in each curriculum area. Always cite sources here and throughout the lessons and analysis sections. (See websites above.)

Purposes 2 – Purpose Seminar**Class Sessions**

In addition to the **3 jointly observed lessons** that require extensive documentation (as per instructions in the CA document outline), you **must also submit 5 additional lesson plans** that will be evaluated by the cooperating teacher. These lesson plans will be for lessons performed in your cooperating classroom but not observed jointly by the college field supervisor and cooperating teacher. **These 5 additional lesson plans must be planned, implemented, and reflected upon, prior to the end of your student teaching assignment.**

In planning your lessons in your cooperating classroom, also remember that 5 of the 8 lessons that you must plan, implement, and reflect upon this semester must cohere as laid out in the **Integrated Curriculum Unit Plan** completed in your Self and Others dimension course.

Session #1: Introduction to the course: purposes, themes, and requirements; examining, designing, and planning for instruction.

Review of required texts and academic requirements, reading, and writing tips.

Overview of Constructive Action (CA) document outline, noting similarities and differences between Purpose 1 and Purpose 2.

Discussion of lesson plan format, noting similarities and differences between Purpose 1 and Purpose 2.

In-class beginning drafting of Parts II A, III A, and IV A-Social Studies Lesson Plan. Discussion of **ATS-W Elementary** test receipt requirement for next week.

Session #2: Observing and analyzing the teaching-learning process.

A copy of the receipt for registering for the June 8, 2013 paper-based ATS-W Elementary test, or for a Computer-Based ATS-W exam scheduled in June, or evidence given to Ms. Vanessa Cruz that you previously passed it. In-class discussion of assigned readings.

In-class discussion of student teaching.

In-class discussion of Study Group (3 students), In-class work selecting and describing 3 students (IEP, ELL, and a struggling learner) using Part I D 2 of the CA outline.

In-class drafting of Outline for Study Group.

Discussion of Implementation Logs included in Part VII of the CA document.

Assignment due this session:

- 1) Complete Goals & Objectives, Assessment planning, and Lesson Plan tasks for your first observed lesson (CA document outline parts II A, III A, and IV A).-Integrated Lesson Plan.
- 2) Read Goethals, Chapter 1: "Observing and Analyzing the Teaching-Learning Process," focusing especially on pp. 1-6.

Session #3: Analyzing the Teaching and Learning Process

In-class discussion of guidelines for Student Work Samples.

In-class drafting of Journal of Experience entry

Assignment due this session:

- 1) **In the field:** implementation of your first observed lesson.
- 2) Afterwards, complete a rough draft of the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your first observed lesson (CA document outline parts V A, VI A, VII A), including drafting of the Implementation Log for the first lesson.
- 3) Read Goethals, Chapter 2: "Examining the planning process" focusing especially on pp. 19-28 and Goethals, Chapter 3: "Designing and planning instruction" focusing especially on pp. 35-42.

Session #4: Practicing Lesson Presentation Strategies and Questioning Strategies

In-class analysis of a student work sample applying the specific guidelines. (Bring in to class)

In-class discussion of assigned readings.

In-class discussion of student teaching.

Assignment due this session:

- 1) Complete the Goals & Objectives, Assessment planning, and Lesson Plan tasks for your second observed lesson (CA document outline parts II B, III B, and IV B).-Integrated Lesson Plan
- 2) NOTE: Students are advised to complete at least two of the required but not-observed lesson plans, implementations, and reflections this week.
- 3) Read Goethals, Chapter 6: “Practicing lesson planning strategies” focusing especially on pp. 77-83 and Chapter 7: “Stimulating critical thinking: Questioning strategies” focusing especially on pp. 88-93.

Session #5: Assessing Teaching and Learning

In-class discussion of criteria for Student Work Samples.

In-class analysis of a student work sample applying the specific guidelines. (Bring samples to class)

Assignment due this session:

- 1) **In the field** implementation of your second observed lesson.
- 2) Afterwards, complete a rough draft of the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your second observed lesson (V B, VI B, VII B), including drafting of the Implementation Log for the second lesson.
- 3) Bring student work samples to class.
- 4) Read Goethals, Chapter 11: “Assessing student learning and communicating learning” focusing especially on pp. 143-153 and Chapter 13: “Reflecting on and evaluating teaching” focusing especially on pp. 177-186.

Session #6: Accommodating Diversity

In-class analysis of a student work sample applying the specific guidelines. (Bring sample to class)

In-class discussion of assigned readings.

In-class discussion of student teaching.

Assignment due this session:

- 1) Complete the Goals & Objectives, Assessment planning, and Lesson Plan tasks for your third observed lesson (CA document outline parts II C, III C, and IV C).-Integrated Lesson Plan.
- 2) Note: Students are advised to complete **two (2) of the required** but not-observed lesson plans, implementations and reflections this week.
 1th not-observed lesson plan 1st not-observed implementation log
 2th not-observed lesson plan 2th not-observed implementation log
- 3) 1) Read Goethals, Chapter 4: “Accommodating diversity in the classroom” focusing especially on pp. 49-55 and Chapter 8: “Varying instructional strategies” focusing especially on pp. 101-108.

Session #7: The Learning Climate

In-class discussion of assigned readings.

In-class analysis of two student work samples applying the specific guidelines. (Bring in to class)

Assignment due this session:

- 1) Implementation of your third observed lesson.
- 2) Afterwards, complete a rough draft of the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your second observed lesson (V C, VI C, VII C) including drafting of the Implementation Log for the third lesson.

NOTE: students are advised to complete **three (3) of the required** but not-observed lesson plans, implementations and reflections this week.

3rd not-observed lesson plan 3rd not-observed implementation log

4th not-observed lesson plan 4th not-observed implementation log

5th not-observed lesson plan 5th not-observed implementation log

- 4) Read Goethals, Chapter 9: “Creating a learning climate” focusing especially on pp. 113-121 and Chapter 10: “Maintaining the learning climate” focusing especially on pp. 120-136.

Session #8 Reflecting On Teaching

In-class discussion of assigned readings.

In-class analysis of a student work sample applying the specific guidelines. (Bring in to class)

Assignment due this session:

- 1) Complete a **polished revision** of the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your first observed lesson (CA document outline parts V A, VI A, VII A).
- 2) CT completes Proficiencies Evaluation Form.

- 3) Read Goethals, Chapter 13: “Reflecting on and evaluating teaching” focusing especially on pp. 177-185.

Session #9: Integrating Technology

In-class discussion of assigned readings.

Workshop integrating technology

In-class drafting of Early Literacy Experience Reflection.

Assignment due this session:

- 1) Complete a **polished revision of** the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your second observed lesson (V B, VI B, VII B).
- 2) Read Goethals, Chapter 5: “Integrating technology into teaching and learning” focusing especially on pp. 60-66.

Session #10: Toward Professional Development

In-class discussion of assigned readings.

Assignment due this session:

- 1) Complete a **polished revision** of the Instructional Decision-Making, Analysis of Student Learning, and Reflection tasks for your third observed lesson (V C, VI C, VII C).

2) Read Goethals, Chapter 14: “Continuing the professional journey” focusing especially on pp. 191-196 and Chapter 15: “Searching for a professional teaching position begins with you” focusing especially on pp. 204-211.

Session #11: Collaboration

In-class discussion of assigned readings.

Assignment due this session:

- 1) Complete characteristics of the School, Classroom, and Children and their Families (CA document outline parts I A, IB, and IC).
- 2) Read Goethals, Chapter 12: “Collaborating with colleagues, parents, and community” focusing especially on pp. 161-171.
- 3) Complete polished revisions of three lessons that were not observed, including Reflections.

Session #12 Coming Down the Home Stretch

In-class discussion TBA.

Assignment due this session:

- 1) Complete Academic Considerations and Instructional Implications (CA document outline parts I D and IE).
- 2) Complete polished revisions of two lessons that were not observed, including Reflections.
- 3) NOTE: students are advised to complete **the last two (2) of the required** but not-observed lesson plans, implementations and reflections this week.
6rd not-observed lesson plan 6th not-observed implementation log
7th not-observed lesson plan 7th not-observed implementation log

Session #13: Setting Future Goals and Expectations

In-class discussion TBA.

Assignment due this session:

Final draft of Implementation Logs 1-4.
Submit draft of CA document in a hard copy

Session#14 Review CA Draft: Effective Teaching

In-class discussion TBA.

Assignment due this session:

- 1) Completed and carefully revised final **CA Document** is due. Submissions must take the form of:
 - 2 paper copies (one of which is printed out on 3-hole binder paper) and
 - 1 electronic copy on a CD. The student should make a second CD for his/her future use.

Session #15 CA Presentations

In-class PowerPoint presentations of CA.

Assignment due this session:

1) Prepare a PowerPoint presentation of some aspect of your Constructive Action this semester.

Constructive Action (CA) Document
Purpose 2: *Teaching Effectively*

CA Document Description:

Paper copy: Place the entire CA with all appendices in a 3-ring binder, with copy of title page on outside cover. Attach an envelope containing CD Rom in a jewel case.

CD Rom: Submit a CD Rom of the final draft of your CA, combining all sections/documents into a single document, including title page and all front and end matter. Attach a label on the CD and jewel case, including: CA title and grade level, Name, Purpose 2, and Date. E-mail a copy of the CA document to the instructor.

Format: Use the headings in this outline for all CA assignments. Use 1.5-line spacing to save paper. Narrative is written in past tense and pages are numbered in all submissions.

Front Matter:

Title page: Determine a specific title or theme for your CA, (not just “Purpose 2 CA”), your name, date, course name, instructor’s name and college.

Table of Contents: (Page ii) Set the Table of Contents in three columns: CA Chapter Number (I, II, etc.), Topic and Page. Do not assign page numbers until the final draft. (See MS Word Help to create a Table of Contents on your first draft.)

Abstract: (Page IV) Summarize your CA in two paragraphs: (1) Setting and representative lesson topics or objectives. (2) Accomplishments of the students and your own teaching directly connected to lesson objectives. (IV*)

* Roman numerals in parentheses refer to the corresponding item in the Rubrics for Purpose 2 CA Document & Evaluation Form.

Your Constructive Action Document should include all detailed items below.

This checklist is aligned to the Purpose 2 CA Rubric that follows. All listed evidence should be contained in your Constructive Action Document in the following order:

Part I – Contextual Factors. TWS Standard: *The teacher uses information about the learning/teaching context and the students’ individual differences to set learning goals, plan instruction and assess learning.*

Task: Discuss relevant factors and how they may affect the teaching-learning process.

A – Characteristics of the School. Describe the characteristics of the school and specific programs that are related to your classroom. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

Proportions of ethnic groups and recent immigrants

Proportions of students who are eligible for free lunch
 Average classroom size
 Primary Grade
 Curriculum
 Primary Grade Testing programs and schedule
 School-wide programs which may include collaborations and or services with external agencies.

B – Characteristics of the Classroom. Describe how the classroom environment supports or constrains learning and teaching. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

Room Arrangement
 Display of student's work
 Daily/Weekly class schedules
 Times and subjects for all weekly prep periods
 Classroom routines
 Classroom management techniques
 Assessment of how well the students follow these routines
 The use of available curriculum resources and technology
 Your observations of your cooperating teacher's teaching
 Describe classroom setting and routines affected and shaped by the lessons
 Describe examples of teacher centered/child centered lessons

C – Characteristics of the Children and their Families. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

Range of children and family's strengths
 How these differences may affect learning and teaching
 Ratio of boy/girls
 Diversity of ethnic and cultural heritages
 Languages spoken at home
 Family resources and constraints
 Level of parent involvement
 Conduct interview with parent coordinators and parents themselves if possible
 Describe the depth of parent involvement in the school on the daily homework response and drop off/pick up times
 Identify parent programs purpose and implementation
 Open School evenings/afternoons, parent-teacher conferences, learning leaders, curriculum workshops for parents, PTA meetings, school leadership team

D – Academic Considerations

1 – Description of the whole class. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

- a) Describe the similarities and differences of the students according to their interests, strengths and areas of growth.
- b) Examine academic development in reading, writing, language, and math on early intervention, progress monitoring, formal and informal assessments.

c) Identify individual students with special needs, including children with IEP's and English Language Learners (ELLs), describing their language abilities and types and levels of services they are receiving.

2 – Description of the smaller instructional group. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

a) Describe students' strengths and area for growth specifying initial skill levels in reading, writing and math, to establish a base line that you will refer to at the close of the semester. Include Observation data from a Small Group activity as well as student data from an Interview. This initial data will be used in the Pre-Post Group Summary table in Part VI.

b) In conversations with the cooperating teacher, establish the reading and math levels of each group characteristic. Compare reading & math levels of the each study group with the rest of the class. Always cite the source of your information.

In conversations with your cooperating teacher, describe students' level of prior knowledge needed in order to teach your instructional unit.

E – Implications of A, B, C, and D for Instructional Planning and Assessment. With APA-cited references to knowledge gained in your dimension courses, describe how your observations of the school, classroom, children, families, and academic considerations may have implications for your own planning of instruction. (Conclusions in this section should appear in your instructional objectives, assessment, lesson plans and reflections.) Include specific instructional implications for all four contextual characteristics.

Suggested length: 4-6 pages, including chart.

Part II –Learning Goals and Instructional Objectives. TWS Standard: *The Teacher candidate sets significant, challenging, varied and appropriate learning goals.*

Task: Based on the identified contextual factors, conversations with your cooperating teacher, and New York State Common Core standards, formulate a general learning **goal** and a specific instructional **objective** for each of the lessons you will be planning this semester.

A – Learning Goal and Instructional Objective for the first lesson observed jointly by the field supervisor and cooperating teacher

B – Learning Goal and Instructional Objective for the second lesson observed jointly by the field supervisor and cooperating teacher

C – Learning Goal and Instructional Objective for the third lesson observed jointly by the field supervisor and cooperating teacher

Guidelines for completing Part II. Each of the above learning goals and objectives statements must include the following features that appear on the TWS/CA document evaluation rubric:

1- **General goals** must be **significant, challenging, and varied**. Begin statements with e.g. “My overall goal for my learners is that they . . .”

2 - **Instructional objectives** must be **clear** and contain four elements: , a condition (“Given . . .” or “After . . .”), a performance (“the students will . . .”), a product, and a criterion;

3 – Each instructional objective must be followed by a **rationale** as to why that objective is appropriate for the development, pre-requisite knowledge, skills, and other student needs. With APA-cited references to knowledge gained in your dimension courses, include specific references to the following factors:

- Reading, writing, and /or math data collected;
- Behavior
- Pre-requisite knowledge
- Child development and/or learning theory

4 – Each objective must be **aligned with national, state, and Common Core standards**. State why your objectives incrementally lead your students to achieving the learning goals and ultimately the standards expected of them.

Part III – Assessment Plan. TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.*

Task: Design assessment plans to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

A – Assessment planning for first lesson observed jointly by the field supervisor and cooperating teacher

B – Assessment planning for the second lesson observed jointly by the field supervisor and cooperating teacher

C – Assessment planning for the third lesson observed jointly by the field supervisor and cooperating teacher

GUIDELINES for Completing Part III: Each of the above plans for assessment must include the following features that appear on the TWS/CA document evaluation rubric:

1 - Assessments must be **aligned with learning goals** and instructional objectives.

List and describe *all* formal assessments used (including formative and summative assessment).

2 - Assessments must be **clear**. Include an example of your “mastery” expectation for each lesson. In other words, what will you expect students to be able to do at the very end of the lesson?

3 - The assessment plan must include **multiple, developmentally appropriate** assessment modes.

List and describe *all* informal assessments used within each lesson. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:

- Questioning
- Grouping strategies
- Differentiation strategies
- Non-verbal signal continuity strategies
- Walking around to monitor work

4 - Assessments must measure **actual student learning**

Include a rationale as to why you are using each assessment to accurately measure the learning objective. Any prompts, directions, procedures should be written on each assessment.

5 - Describe all instructional **adaptations or modifications** made to each for student.

Part IV – Lesson Planning/Designs for Instruction TWS Standard: *The Teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Task: The candidate will design **ten** lessons during student teaching. **All lessons should follow the lesson plan format at the end of this handbook.** (See MCNY Lesson Plan Format in this Handbook).

- A – Lesson plan for the first lesson
- B – Lesson plan for the second lesson.
- C - Lesson plan for the third lesson.
- D - Lesson plan for the fourth lesson.
- E - Lesson plan for the fifth lesson.
- F – Lesson plan for the sixth lesson.
- G - Lesson plan for the seventh lesson.
- H - Lesson plan for the eighth.

Guidelines for completing Part IV. Each of the above eight lesson plans must include the following features that appear on the TWS/CA document evaluation rubric:

1 - All eight lessons must be explicitly linked to goals connected across the curriculum. All learning activities, assignments and resources must be **aligned with the stated goals.**

Organize all MCNY lesson plans by learning goal. Each MCNY lesson plan should include:

1. Materials/Equipment
2. Pre-assessment of Students Knowledge & Skills
3. National/New York State Learning Standards/Core Curriculum
4. Objectives
5. Introduction/Motivation
 - Hook
 - Connection
 - Model
 - Guided Practice
6. Developmental Activities/Procedures
7. Closure
8. Methods of Assessment
 - Whole Group
 - During lesson:
 - End of lesson:
 - Small Study Group
 - During lesson:
 - End of lesson:
9. Cultural and linguistic Diversity
10. Differentiation for Students with exceptionalities, ELLs, etc.
11. Connections across the Curriculum
12. Lesson Plan Language, Grammar, Punctuation, Spelling
13. Sources Cited

2 - Candidate must demonstrate **in-depth knowledge of concepts and theories** of the discipline. Content must also be aligned with National/New York State Learning Standards/Core Curriculum

All lessons must be standards based.

“Teacher explanation” in each section of each lesson plan is:

Student centered

Grade level appropriate

Connected to students’ prior knowledge

Detailed

3 - Lesson **sequencing** must move students towards higher levels of learning (also refer to Assessment Plan, Section 4)

Lessons are aligned to learning goals.

Lesson objectives integrate Bloom’s Taxonomy.

Lesson objective, formative assessment, and instructional activities are aligned

NOTE: The Integrated Curriculum Unit Plan completed in your Self and Others dimension course should be inserted here.

4 - Candidate must use a **variety of instruction, activities, assignments, and resources**. This variety makes a clear contribution to learning.

5 - All instruction should be designed with reference to **contextual factors and pre-assessment data** in mind. Include the following for each lesson:

Differentiated instructional strategies are listed and described for each “group characteristic”.

Diagnostic and formative assessment data justifies starting point of unit.

“Teacher explanation” activates prior knowledge

Grouping strategies based on student needs

Various types of focused and essential questions

6 – Lessons should demonstrate the **use of technology including assistive technology** (when applicable) that contributes to student learning:

Each lesson should use *at least one* of the following:

Smartboard

Assistive Technology (when applicable)

PowerPoint

Word Processor

Internet (i.e. websites, instructional videos, etc.)

Excel

Part V – Instructional Decision-Making. TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Task: Provide two examples of instructional decision-making based on students’ learning and/or response.

A – Instructional decision-making for the first lesson observed jointly by the field supervisor and cooperating teacher

B – Instructional decision-making for the second lesson observed jointly by the field supervisor and cooperating teacher

C - Instructional decision-making in the third lesson observed jointly by the field supervisor and cooperating teacher

Guidelines for completing Part V. Each of the two reports on instructional decision-making must include the following features that appear on the TWS/CA document evaluation rubric:

- 1 - All instructional, behavioral, and/or curricular decisions are instructionally considered “**sound**” if a rationale is provided as to why you used those specific curricular and instructional decisions in the *planning stage*.
- 2 - With APA-cited references to knowledge gained in your dimension courses, describe the **modifications of you made during the lesson** to address individual student needs. This description should include the following:
 - Exact video time of instructional modification
 - Identification and analysis of behavior
 - What you did to address behavior
 - Why you believed those actions would help that student
- 3 - Describe the **outcome of the modifications** made to instruction. How did these modifications enable the student(s) to meet the lesson objective? OR If the modifications did not make a difference, what would you have done differently?

Suggested length: 3-4 pages

Part VI – Analysis of Student Learning.

TWS Standard *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Task: Analyze your assessment data, including formative pre/post assessments and any summative assessments to determine students’ progress related to the unit learning goals. Use visual representations and a narrative to communicate the performance of, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in Part VII, the “Reflection and Self-Evaluation” section.

- A – Analysis of Student Learning resulting from the first lesson observed jointly by the field supervisor and cooperating teacher
- B – Analysis of Student Learning resulting from the second lesson observed jointly by the field supervisor and cooperating teacher
- C - Analysis of Student Learning resulting from the third lesson observed jointly by the field supervisor and cooperating teacher

Guidelines for completing Part VI. Each of the above analyses of student learning must include the following features that appear on the TWS/CA document evaluation rubric:

- 1 – The analysis of student learning must be **carefully and comprehensively** presented.
- 2 - For each lesson provide a comprehensive **profile of student learning** for the whole group, for the smaller study group, and two individual students. Include a paragraph description of their overall performance.
- 3 - Draw **conclusions based on the data**. With APA-cited references to knowledge gained in your dimension courses, consider addressing the following questions:
 - (i) Based on the data, could you have challenged your students with more rigorous work? If you could go back and re-teach the unit, what would you do to proactively address that? Use student work to support this.

(ii) Were there any skills/knowledge the whole class/"group characteristics" struggled with? If you could go back and re-teach the unit, what would you do to proactively address that? Use student work to support this.

4 - Evidence of impact on student learning: Use diagnostic and summative assessments, excel spreadsheet.

Suggested page length: 3-4 pages, including graphs

Part VII – Reflections and Response. TWS Standard *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

A – Reflections on the first lesson observed jointly by the field supervisor and cooperating teacher

B – Reflections on the second observed lesson observed jointly by the field supervisor and cooperating teacher

C - Reflections on the third observed lesson observed jointly by the field supervisor and cooperating teacher

Guidelines for completing Part VII. Each of the above analyses must include the following features that appear on the TWS/CA document evaluation rubric:

1 - For your **interpretation of student learning**, use evidence to support conclusions drawn in "Analysis of Student Learning" section. Why did some students not meet the learning goals? With APA-cited references to knowledge gained in your dimension courses, consider the following:

Identify patterns of growth, problem-solving techniques and social habits that inhibited or fostered student growth.

Provide highlights from specific examples from lessons, events, and/or student work samples.

2 – Provide **insights on effective instruction and assessment** by identifying successful and unsuccessful activities and assessments and provide rationale for their success or lack thereof. Based on your response to the assigned "Reflection Questions," complete a four-paragraph implementation log for each of the eight lessons.

3 - Discuss **alignment among goals, instruction and assessment**.

4 - Discuss **implications for future teaching**. Describe three or more goals for professional growth in the areas of teaching, student learning and professional ethics. Describe how these changes would support your development as an effective learner and teacher.

Suggested page length: 2-3 pages

Purpose 2 Constructive Action Assessment Rubric

Candidate _____

Semester _____

Faculty _____

Date _____

Note: The following assessment rubric is adapted from Teacher Work Sample of the *Renaissance Partnership for Improving Teacher Candidate Quality* (June 2002).

Part I. Contextual Factors (*The Teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*)

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Knowledge of Community, School and Classroom Factors (ACEI 3.1) (CEC 1)	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher candidate displays some understanding of a community, school, and classroom. Teacher candidate demonstrates how the above contexts foster cultural understanding, safety, emotional well being, positive social interactions, a culture of achievement, and actively engages individuals with exceptionalities.	Teacher candidate displays a satisfactory understanding of a community, school, and classroom. Teacher candidate demonstrates how the above contexts foster cultural understanding, safety, emotional well being, positive social interactions, a culture of achievement, and actively engages individuals with exceptionalities.	Teacher displays a comprehensive understanding of the community, school, and classroom. Teacher candidate demonstrates how the above contexts foster cultural understanding, safety, emotional well being, positive social interactions, a culture of achievement, and actively engages individuals with exceptionalities.	
Knowledge of Characteristics of Students (ACEI 3.1) (CEC 1)	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student difference(e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).es	Teacher candidate displays some general knowledge of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).	Teacher candidate displays satisfactory understanding of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).	Teacher candidate displays a comprehensive and in-depth understanding of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with	

				exceptionalities).	
Knowledge of Students' Varied Approaches to Learning (ACEI 3.2) (CEC 1)	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.	Teacher candidate displays some general knowledge about the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.	Teacher candidate displays satisfactory understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.	Teacher candidate displays comprehensive and in-depth understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.	
Knowledge of Students' Skills And Prior Learning (ACEI 1) (CEC 1)	Teacher candidate displays little or irrelevant knowledge of students' skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.	Teacher candidate displays some general knowledge of students' skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.	Teacher candidate displays satisfactory understanding of students' skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.	Teacher candidate displays comprehensive understanding of students' skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.	
Implications for Instructional Planning and Assessment (ACEI 3.1) (CEC 4)	Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications.	Teacher candidate provides some general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher candidate provides satisfactory implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher candidate provides in – depth implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Part II – Learning Goals and Instructional Objectives (*The Teacher candidate sets significant, challenging, varied and appropriate learning goals.*)

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Significance, Challenge and Variety (ACEI 3.1) (CEC 4)	Goals reflect only one type or level of learning and are neither significant nor challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.	Goals reflect several types or levels of learning but lack significance or challenge in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.	Goals reflect several types or levels of learning and are either significant or challenging but not both, in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.	Goals reflect several types or levels of learning and are significant and challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.	
Clarity (ACEI 3.1) (CEC 4)	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	All of the goals are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria.	
Appropriateness For Students (ACEI 3.2) (CEC 4)	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences, or student exceptionality.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality.	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality.	All goals are appropriate for the development, pre-requisite knowledge, skills, experiences, and student exceptionality.	
Alignment with National, State or Local Standards (ACEI 3.1) (CEC 3)	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	All of the goals are explicitly aligned with national, state, or local standards.	

Part III – Assessment Plan: *(The Teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.)*

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Alignment with Learning Goals and Instruction (ACEI 4, CEC 5)	Goals are not assessed through the assessment plan.	Some of the goals are <i>partially</i> assessed through the assessment plan.	Each of the goals is <i>satisfactorily</i> assessed through the assessment plan.	Goals are <i>comprehensively</i> assessed through the assessment plan.	
Clarity of Criteria and Standards for Performance (ACEI 4, CEC 5)	The assessments contain no clear criteria for measuring student performance relative to the goals.	Assessment criteria and standards for performance have been developed, but they are not clear or are not explicitly linked to the goals.	Assessment criteria and standards for performance are <i>somewhat</i> clear and are <i>partially</i> linked to the goals.	Assessment criteria and standards for performance are clear and are <i>explicitly</i> linked to goals.	
Multiple Modes and Approaches (ACEI 4, CEC 5)	The assessment plan does not include a formal assessment.	The assessment plan is limited to one formal assessment mode.	The assessment plan includes some formal assessment modes.	The assessment plan includes multiple developmentally appropriate formal assessment modes (e.g. providing more time to complete worksheet if stipulated in IEP etc.).	
Technical Soundness (ACEI 4, CEC 5)	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments are clearly valid; scoring procedures are carefully explained; all items or prompts are clearly written; directions and procedures are clear to students.	

Adaptations Based on the Individual Needs of Students (ACEI 3.2, CEC 4)	Teacher candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students including those with exceptionalities.	Teacher candidate makes satisfactory adaptations to assessments that are appropriate to meet the individual needs of most students including those with exceptionalities.	Teacher candidate makes comprehensive adaptations to assessments that are appropriate to meet the individual needs of all students including those with exceptionalities.	
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Part IV. - Lesson Planning/Designs for Instruction Teacher candidate designs instruction for specific goals, student characteristics and needs, and learning contexts
(The ratings for each lesson plan will be scored separately. The average scores across all eight lessons will be entered into each category.) . *Numbers 1-11 are used for both ACEI and CEC Assessment #3 (Lesson Planning)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Materials and Technology including Assistive Technology, if applicable. (ACEI 3.1) CEC 4)	No materials listed.	List of materials (and technology) needed is incomplete or inappropriate for subject or students' needs.	Lists and describes essential materials (and technology). Sample materials are included with plan with references for sources.	Materials are fully described and referenced in APA style. Demonstrates creative use of materials to foster critical thinking. Technology, if used, complements and enhances learning.	
2. Pre-assessment (ACEI 4) (CEC 5)	Pre-assessment not listed.	Pre-assessment tool is listed but it does not provide evidence of students' knowledge/skills prior to the lesson.	Pre-assessment tool is listed and it provides some evidence of students' knowledge/skills prior to the lesson.	Pre-assessment tool is listed and it provides clear evidence of related students' knowledge/skills prior to the lesson.	
3. Content-Specific Standard(s) (ACEI 2.1-2.6*) (CEC 3)	No standard listed.	Standard(s) are listed but are not relevant and/or are not cited.	Relevant, incomplete content-specific standard(s) are listed with appropriate	All relevant, content-specific standard(s) are listed with appropriate citation.	

			citation.		
4. Objectives (ACEI 3.1) (CEC 4)	No objective listed.	Objective(s) partially describe what student learning expectations are or how students will meet them.	Objective(s) describe what learning expectations are and how students, including students with exceptionalities, will meet them but not in observable terms.	Objective(s) fully describe in observable terms what learning expectations are and how students, including students with exceptionalities, will meet them.	
5. Introduction/ Motivation (ACEI 3.4) (CEC 2)	No introduction/motivation/ connection listed.	Introduction attempts to engage students and connect to prior learning or learning objectives.	Introduction engages all learners, including students with exceptionalities and provides effective connection to prior knowledge.	Introduction masterfully engages all learners, including students with exceptionalities, and provides masterful connection to prior knowledge.	
6. Activities/Steps (ACEI 3.1) (CEC 4)	No activities/steps listed.	<ul style="list-style-type: none"> -Planned instructional methods are unclear or incomplete. -No or poor alignment with objectives. -Relies on passive rather than active learning. -Activities do not appear to build on each other. -Time is not defined for each activity or is not realistic. 	<ul style="list-style-type: none"> -Planned instructional methods are clear. -Activities and strategies are clearly aligned with objectives. -Actively engages students, including students with exceptionalities, in learning. -Activities build on each other. -Transitions are partially effective. 	<ul style="list-style-type: none"> -Planned instruction is clear and creative. -Activities and strategies are clearly aligned with objectives. -Actively engages students, including students with exceptionalities, in unique and meaningful ways. -Procedures are student centered vs. teacher or curriculum centered. -Transitions are 	

			-Time is defined for each portion and is mostly realistic.	effective. -Timing is consistently realistic.	
7. Closure (ACEI 3.1) (CEC 4)	No closure listed.	Lesson lacks logical or effective closure.	-Includes logical and effective closure. -Includes final check for understanding.	-Includes links back to lesson rationale and objectives. -Includes a link to future learning.	
8. Assessment (ACEI 4) (CEC 5)	No assessment.	Assessment plan is poorly defined with limited connections to lesson objectives.	Assessment plan requires students, including students with exceptionalities, and those from culturally and linguistically diverse backgrounds, to apply knowledge or demonstrate understanding of objective.	Assessment is ongoing and provides clear evidence that students, including students with exceptionalities, and those from culturally and linguistically diverse backgrounds achieved or did not achieve lesson objectives.	
9. Cultural and linguistic diversity integrated into the lesson (ACEI 3.2) (CEC 4)	Culturally diverse needs of students are not addressed and there is no explanation.	Culturally diverse needs of students are minimally addressed or are inappropriately addressed.	Describes how culturally and linguistic diverse needs of students are met.	Describes how culturally and linguistic diverse needs of students are met in creative and sensitive ways.	
10. Differentiation for students with exceptional learning needs (ACEI 3.2) (CEC 4)	Students' exceptional learning needs are not addressed.	Students' exceptional learning needs are minimally or inappropriately addressed.	Describes how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	Describes in detail how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	

11. Connections Across Curriculum (ACEI 3.1) (CEC 4)	N/A	No connections across curriculum are made or only inappropriate connections are made.	Connections are made to one or more curriculum area.	Connections to other curriculum area(s) are insightful or original.	
12. Lesson Plan Language, Grammar, Punctuation, Spelling	Incomprehensible lesson plan.	-Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Several grammatical and mechanical errors.	-Sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. -A few grammatical and mechanical errors.	-Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.	
13. Citation of Sources	Sources not cited	Sources are not cited with enough detail.	All sources are cited so another teacher could locate sources.	Sources cited using publication format (APA, for example).	

* ACEI and CEC Curriculum Standard Proficiency Level Applicable to Lesson Planning (Ratings: 1, 2, 3, or 4)

___ **ACEI 2.1 Reading (Writing & Oral Language) also CEC 3** Candidates demonstrate a high level of competence in the use of English language arts, and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

___ **ACEI 2.2 Science also CEC 3** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

___ **ACEI 2.3 Mathematics also CEC 3** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing, so they consistently engage problem solving, reasoning and proof, communication, and connections, and representation.

___ **ACEI 2.4 Social Studies also CEC 3** - Candidates know, understand, and use the major concepts and modes of inquiry from social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

___ **ACEI 2.5 The Arts also CEC 3** – Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

___ **ACEI 2.6 Health Education also CEC 3** – Candidates know, understand and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Part V – Instructional Decision-Making *(The teacher uses ongoing analysis of student learning to make instructional decisions.*

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Sound Professional Practice (ACEI 5.1, CEC 6)	Many instructional decisions fail to lead to student learning and fail to promote independence.	Most instructional decisions are not likely to lead to student learning and promote independence.	Most instructional decisions are likely to lead to student learning and promote independence.	All of the instructional decisions are likely to lead to student learning and promote independence.	
Modifications Based on Analysis of Student Learning (ACEI 4, CEC 4)	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	Exemplary modifications of the instructional plan are made to address all individual student needs. These modifications are informed by an in-depth analysis of student learning/performance, best practice, or contextual factors and include explanations of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals (ACEI 3.2, CEC 4)	Modifications in instruction do not keep students on course to achieving the learning goals.	Modifications in instruction keep students, including students with exceptionalities, on course to achieving some learning goals.	Modifications in instruction keep students, including students with exceptionalities, on course to achieving most learning goals.	Modifications in instruction keep students, including students with exceptionalities, on course to achieving all learning goals.	

Part VI – Analysis of Student Learning (*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*)

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Clarity and Accuracy of Presentation (ACEI 4) (CEC 5)	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	Presentation employs exemplary effective communication techniques that foster active inquiry. Analysis of student learning is carefully and comprehensively presented.	
Alignment with Learning Goals (ACEI 3.1) (CEC 4)	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is mostly aligned with learning goals and provides an adequate profile of student learning for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data (ACEI 4, CEC 5)	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is unusually insightful and useful conclusions are drawn from the data.	
Evidence of Impact on Student Learning (ACEI 4, CEC 5)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes some evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning includes comprehensive evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

				goal.	
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Part VII – Reflections and Response (*The Teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*)

Rating → Indicator	1 Below Proficiency	2 Approaching Proficiency	3 Proficient	4 Exceeding Proficiency	Score
Interpretation of Student Learning (ACEI 5) (CEC 5)	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	Uses evidence creatively and professionally to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment (ACEI 5.1, CEC 6)	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and provides <i>extensive</i> reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment (ACEI 5.1, CEC 6)	Does not connect goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.	Logically <i>and artfully</i> connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.	

<p>Implications for Future Teaching (ACEI 5.1) (CEC 6)</p>	<p>Provides no ideas or inappropriate ideas for redesigning goals, instruction, and assessment. Teacher candidate is not aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.</p>	<p>Provides ideas for redesigning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning and promote independence. Teacher candidate is generally aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.</p>	<p>Provides ideas for redesigning goals, instruction, and assessment and explains why these modifications would improve student learning and promote independence. Teacher candidate is satisfactorily aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.</p>	<p>Provides ideas <i>based on well-founded research</i> for redesigning goals, instruction, and assessment and explains why these modifications would improve student learning and promote independence. Teacher candidate is keenly aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.</p>	
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CA Grading Scale:

Exceeding Proficiency	109-124
Proficient	93-108
Approaching Proficiency	78-92
Below Proficiency	Below 78

**Student Teaching Written Lesson Plan Evaluation Rubric
Metropolitan College of New York
MSED: Childhood Education 1-6/Special Education Program**

Teacher Candidate _____ Field Supervisor _____
Date Submitted _____

School _____ Grade/Class _____ Cooperating Teacher _____

Lesson Title _____

Lesson Planning: Teacher candidate designs instruction for specific goals, student characteristics and needs, and learning contexts.
(Even though the ratings for each lesson plan will be scored separately, the averaged scores in each category for all the lessons will be the basis for CA Part IV – Lesson Planning/Design for Instruction)

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Materials and Technology including Assistive Technology, if applicable. (ACEI 3.1) (CEC 4)	No materials listed.	List of materials (and technology) needed is incomplete or inappropriate for subject or students' needs.	Lists and describes essential materials (and technology). Sample materials are included with plan with references for sources.	Materials are fully described and referenced in APA style. Plan demonstrates creative use of materials to foster critical thinking. Technology, if used, complements and enhances learning.	
2. Pre-assessment including brief summary of Study Group (ACEI 4) (CEC 5)	Pre-assessment not listed for all students including students with disabilities	Pre-assessment tool is listed but it does not provide evidence of students' knowledge/skills prior to the lesson for all students including students with disabilities	Pre-assessment tool is listed and it provides some evidence of students' knowledge/skills prior to the lesson for all students including students with disabilities.	Pre-assessment tool is listed and it provides clear evidence of related students' knowledge/skills prior to the lesson for all students including students with disabilities.	
3. Content-Specific Standard(s) (ACEI 2.1- 2.6*) (CEC 3)	No standard listed.	Standard(s) are listed but are not relevant and/or are not cited.	Relevant, incomplete content-specific standard(s) are listed with appropriate	All relevant, content-specific standard(s) are listed with appropriate citation.	

			citation.		
4. Objectives (ACEI 3.1) (CEC 4)	No objective listed for all students including students with disabilities	Objective(s) partially describe what student learning expectations are or how students will meet them for all students including students with disabilities.	Objective(s) describe what learning expectations are and how students will meet them but not in observable terms for all students including students with disabilities.	Objective(s) fully describe in observable terms what learning expectations are and how students will meet them for all students including students with disabilities.	
5. Introduction/ Motivation (ACEI 3.4) (CEC 2)	No introduction/motivation/connection listed and includes a Hook, Behavior Expectation, a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction. .	Introduction partially attempts to engage students and connect to prior learning or learning objectives and includes a Hook, Behavior Expectation, and a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction..	Introduction is engaging and provides effective connection to prior knowledge and includes a Hook, Behavior Expectation, and a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction.	Introduction masterfully engages all learners and provides masterful connection to prior knowledge and includes a a Hook, Behavior Expectation, and a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction.	
6. Activities/Steps (ACEI 3.1) (CEC 4)	No activities/steps listed.	-Planned instructional methods are unclear or incomplete. -No alignment or poor alignment with objectives. -Relies on passive rather than active learning. -Activities do not appear to build on each other. -Time is not defined for each activity or is not realistic.	-Planned instructional methods are clear. -Activities and strategies are clearly aligned with objectives. -Actively engages students in learning. -Activities build on each other. -Transitions are partially effective. -Time is defined for each portion	-Planned instruction is clear and creative. -Activities and strategies are clearly aligned with objectives. -Planned procedures actively engage students in unique and meaningful ways. - Procedures are student centered vs. teacher or	

		-considers providing differentiated instruction.	and is mostly realistic - considers providing differentiated instruction.	curriculum centered. -Transitions are effective. -Timing is consistently realistic. - considers providing differentiated instruction.	
7. Closure (ACEI 3.1) (CEC 4)	No closure listed.	Lesson lacks logical or effective closure.	-Lesson includes logical and effective closure. -Includes final check for understanding.	-Lesson includes links back to lesson rationale and objectives. -Includes a link to future learning.	
8. Assessment including formative/summative assessments for Whole Group and Study Group (ACEI 4) (CEC 5)	No assessment for all students including students with disabilities	Assessment plan is poorly defined with limited connections to lesson objectives for all students including students with disabilities.	Assessment plan requires students to apply knowledge or demonstrate understanding of objective for all students including students with disabilities.	Assessment is ongoing and provides clear evidence that students achieved or did not achieve lesson objectives for all students including students with disabilities	
9. Cultural diversity integrated into lesson for ELLs (ACEI 3.2) (CEC 4)	Culturally diverse needs of students are not addressed and there is no explanation.	Culturally diverse needs of students are minimally addressed or are inappropriately addressed.	Plan describes how culturally diverse needs of students are met.	Plan describes how culturally diverse needs of students are met in creative and sensitive ways.	
10 Differentiation (ACEI 3.2) (CEC 4)	Students' exceptional learning needs are not addressed.	Students' exceptional learning needs are minimally or inappropriately addressed.	Plan describes how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	Plan describes in detail how students' exceptional learning needs are met, including language, physical abilities, and academic levels.	
11. Connections across Curriculum (ACEI 3.1) (CEC 4)	N/A	No connections across curriculum are made or only inappropriate connections are made.	Connections are made to one or more curriculum area.	Connections to other curriculum area(s) are insightful or original.	

12. Lesson Plan Language, Grammar, Punctuation, Spelling	Incomprehensible lesson plan.	-Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Plan contains several grammatical and mechanical errors.	- Plan contains sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. - Plan contains a few grammatical and mechanical errors.	-Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.	
13. Citation of Sources	Sources not cited	Sources are not cited with enough detail.	All sources are cited so another teacher could locate sources.	Sources cited using publication format (APA, for example).	

*** ACEI Curriculum Standard Proficiency Level Applicable to Written Lesson Plan (1, 2, 3, or 4)**

___ **ACEI 2.1 Reading (Writing & Oral Language) also CEC 3** – Candidates demonstrate a high level of competence in the use of English language arts, and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

___ **ACEI 2.2 Science also CEC 3** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

___ **ACEI 2.3 Mathematics also CEC 3** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing, so they consistently engage problem solving, reasoning and proof, communication, and connections, and representation.

___ **ACEI 2.4 Social Studies also CEC 3** – Candidates know, understand, and use the major concepts and modes of inquiry from social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

___ **ACEI 2.5 The Arts also CEC 3** – Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

___ **ACEI 2.6 Health Education – also CEC 3** Candidates know, understand and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Comments on the Written Lesson Plan:

Strengths:

Recommendations:

**Student Teaching Lesson Observation Evaluation Rubric
Metropolitan College of New York
MSED: Childhood Education 1-6/Special Education**

Teacher Candidate _____ Field Supervisor _____

Date _____ Time _____

School _____ Grade/Class _____ Cooperating Teacher _____

Lesson Title _____

Rating → Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Met with Distinction	Score
1. Materials and Technology including Assistive Technology, if applicable.	None of the required materials/technology were provided.	Some of the required materials/technology was provided.	All of the required materials/technology was provided.	Creative application of all of the required materials/technology.	
2. Introduction/Motivation ACEI 3.4 CEC 2	An introduction and motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was not clear.	An introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was partially delivered.	An engaging introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was always delivered.	An exceptionally engaging introduction/motivation was delivered that provided specific and effective connections to prior knowledge. A hook, stated behavior expectation and performance expectation, a model, and guided practice were delivered.	
3. Developmental Activities and Steps ACEI 3.1 CEC 3	The activities presented were completely different from the lesson plan. Little or no attention was paid to differentiated instruction, adaptations and modifications, assessing during conferencing and culturally linguistic diversity, when applicable. The activities were never based on	The activities presented were somewhat different from the lesson plan. Little attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. The activities were somewhat based on the lesson plan, and were not always appropriate for the students' level of skills. Time-	Most of the time the activities presented was different from the lesson plan. Attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. Most of the time the	Directions delivered were exceptionally clear, so all students knew what to do. The activities based on the lesson plan were creatively presented. They were appropriate for all the students' level of skills, and consistently supported the lesson's objectives. Attention was paid to differentiated instruction, adaptations and modifications, assessment during conferencing and assessing during conferencing and culturally linguistic diversity, when	

	<p>the lesson plan, and were not appropriate for the students' level of skills. Time-management and transitions were not effective. Directions delivered were unclear, so that most students did not know what to do.</p>	<p>management and transitions were somewhat effective. Directions delivered were somewhat clear, so that some students did not know what to do.</p>	<p>activities were based on the lesson plan, and were appropriate for the students' level of skills. Time-management and transitions were mostly effective. Directions delivered were mostly clear, so that most of the students know what to do.</p>	<p>applicable. Time management and transitions were especially effective.</p>	
<p>4. Closure ACEI 3.1 CEC 3</p>	<p>There was no evident closure for the lesson and/or reemphasis of the lesson objective, and/or final check for understanding, and/or preview of the next day's lesson..</p>	<p>There was partial evidence of closure for the lesson and/or reemphasis of the lesson objective, and/or final check for understanding, and/or preview of the next day's lesson..</p>	<p>The closure was effective and included a reemphasis of the lesson objective, and/or final check for understanding, and/or preview of the next day's lesson..</p>	<p>The closure was effective reemphasized the lesson objective, and/or final check for understanding, and/or preview of the next day's lesson..</p>	
<p>5.Environment for Learning ACEI 3.4 CEC 5</p>	<p>The candidate did not help students to maintain appropriate behavior or stimulate their interest and attention throughout the lesson.</p>	<p>The candidate employed some strategies during parts of the lesson that helped students to maintain appropriate behavior and occasionally stimulated their interest and attention during the lesson.</p>	<p>The candidate employed some strategies throughout the lesson to maintain appropriate behavior while stimulating students' interest.</p>	<p>The candidate employed a variety of strategies throughout the lesson to maintain appropriate behavior while stimulating students' interest</p>	
<p>6.Communication ACEI 3.4</p>	<p>Candidate did not speak clearly and/or made many grammatical errors during the lesson.</p>	<p>Candidate spoke clearly but made some grammatical errors and/or the tone or volume of voice was not sufficient to promote student learning.</p>	<p>Candidate spoke clearly, made no grammatical errors, and maintained eye contact with the learners throughout most of the lesson.</p>	<p>Candidate very effectively used verbal communication. The candidate also very effectively used non-verbal communication (i.e. eye contact, gestures, and body language) to promote student learning.</p>	

*** ACEI Curriculum Standard Proficiency Level Applicable to Observed Lesson (1, 2, 3, or 4)**

___ **ACEI 2.1 Reading (Writing & Oral Language) also CEC 3** – Candidates demonstrate a high level of competence in the use of English language arts, and they know, understand, and **use** concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

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___ **ACEI 2.4 Social Studies also CEC 3** – Candidates know, understand, and **use** the major concepts and modes of inquiry from social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

___ **ACEI 2.5 The Arts also CEC 3** – Candidates know, understand, and **use** – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

___ **ACEI 2.6 Health Education – also CEC 3** Candidates know, understand and **use** the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Comments on the Delivery of the Planned Lesson**Strengths:****Recommendations:**

SELF AND OTHERS

Curriculum Development and Assessment in Special Education EDU 521 SEL

Dr. Leonard Golubchick
Room 1242
212.343.1234 x2417
lhgolubchick@mcny.edu

Overview

In this course you will conduct an examination and apply the basic principles underlying developing and planning curriculum and assessment in the elementary school. A strong emphasis will be placed on designing and assessing curriculum based on New York State Learning Standards and also Common Core Standards. Through your work in individual and group assignments, specific curricula will be produced and evaluated. There will be an emphasis on the relationship of curriculum to child development theory with a focus on cultural diversity and linguistic diversity, content area knowledge, and awareness of one's own values. The course will dovetail the instructional planning, assessment and decision making that you will be doing for your Purpose 2 Constructive Action.

In the process of beginning to design curricula to meet grade and age appropriate topics, themes and New York State Learning Standards and also Common Core Standards, an emphasis will be placed on the infusion of literacy across the content areas and the provision of options for diverse learners. Furthermore, the use of current various formal and informal NYCDOE assessments and the use of technology as an integrative tool for curriculum and assessment development will be emphasized.

Objectives

To fulfill the requirement of this course, you are expected to:

- 1. Gain a general understanding of the process of curriculum development in relation to teaching all students including students with disabilities.*
- 2. Examine the general concepts, goals assessment options and teaching resources of various subject areas taught in elementary school*
- 3. Identify instructional techniques that promote active learning and are compatible with child development theory.*
- 4. Demonstrate instructional and assessment strategies that offer effective learning experiences for all students including students with disabilities.*

5. *Develop for your own use a compendium of curriculum authoring and assessment terms with actual artifacts from your school observations, instructor handouts and other materials.*
6. *Begin to develop fluency in the gathering of materials for curriculum design including print texts, literature, web resources, functional and informational materials.*
7. *Become conversant with some of the issues and concerns surrounding curriculum design and assessment including Response to Intervention (RTI) in the NYC and NY State public schools.*
8. *Prepare, select and effectively use multiple modes of assessment during student teaching*
9. *Create, use and assess your own curriculum unit that is grade and age appropriate, with differentiated instruction for your Purpose 2 Constructive Action.*

Assessment:**Attendance and Participation****10%**

On-time attendance is crucial and absences will affect your grade. Participation involves being ready to discuss the assigned readings and submit any additional assignments. An absence for any reason still requires the student to submit the assignment on the due date.

Assessment Compendium**30%**

The assessment compendium includes 5 formative or summative assessments (strategies and instruments). Describe the assessment and the assessment theory supporting the technique or instrument. Five of the assessments are those you have personally applied, for which you will include an analysis of student work samples to be placed in a work sample folder.

Curriculum Unit Plan**60%**

The unit, based on a topic of your choice, is the culminating project for the course, incorporating theories in curriculum, assessment and child development into an appropriate design for your students' needs. While the unit may cover several weeks, you only need to outline five lessons: An introductory lesson to launch the unit, three lessons from the middle of the unit that integrate two or more subject areas, and finally, a culminating lesson for applying all that the children have learned. These lessons must be implemented and inserted into CA Part IV. Include, as well, **Identifying Learning Goals and Instructional Objectives from CA Part 11 from the 5 lessons presented.** A closing Reflection and Summary section will describe how the data from the multiple assessment modes, including the children's work samples, demonstrated what you and the children learned from the project. Present the unit in a binder or scrapbook format and email a copy to the instructor.

CURRICULUM UNIT OUTLINE

Title:

Name:

Date:

Number of Days in Entire Unit Plan:

School:

Grade:

Cooperating Teacher:

I. Overview: Describe how you chose the topic, how the theme fit the classroom curriculum and integrates two or more subject areas. Summarize the activities/topics for the full unit. Describe how theories in curriculum, assessment and child development are integrated into your practice, including adaptations for the needs of children in your study group. Cite references (Author, date) for theories and resources beginning immediately and throughout the unit.

II. Goals and Objectives: List all goals and objectives, identifying the lesson where each goal and objective was used.

III. National, State, or Local Grade-Level Standards: List grade-level standards that support objectives, citing references used.

IV. Lesson Plans 1-5: Summarize all five plans. The full lesson plans appear in CA IV.

V. Analysis of Instruction and Learning: Following the CA V format, describe student and teacher behavior that supported conclusions for at least two lessons taught. Duplicate analysis sections appear in CA V.

VI. Assessment Plan: For each of the five lessons, describe each type of formative and/or summative assessment process/instrument and state whether or not the lesson was presented in your class. Describe how you monitored student progress (or would do so) before/during/after each lesson. Document your own growth through work samples and other assessment strategies. Summarize the theory and implementation of the assessment formats used, citing text references throughout.

VII. Reflections and Summary: Based on the Reflections and Response in CA V11, include any additional reflections on the implementation of the unit that would support an integrated curriculum.

VIII. Resources and Bibliography: Include children's literature and other print resources, multimedia and web-based links, and worksheet titles that you have created or adapted. List all articles, texts and web resources consulted for the unit. References are made to all resources in the narrative, with full APA-style citations.

IX. Appendix: Include student work samples, worksheets, and other materials.

Scholars Tip: Start a filing system in Word, or online for storing all course documents, assignments and lesson plans.

Required Readings: (Note APA format modeled below.)

Spinelli, C. G. (2010) *Linking assessment instructional strategies*. Saddle River, NJ: Prentice Hall. ISBN: 9780137146246

Reinhartz, J. & Beach, D. M. (1996) *Teaching and learning in the elementary school: Focus on curriculum*. Saddle River, NJ: Prentice Hall. ISBN: 9780023992858

NYSED Learning Standards- Grade Specific <http://www.emsc.nysed.gov/ciai/>

Growing up drug free: A parent's guide to prevention. (1998) Washington, D.C.: U.S. Department of Education.

(Articles in Curriculum Course Readings Pack)

Recommended Readings

Calkins, L., Montgomery, K., and Santman, D. (1998) *A teacher's guide to standardized tests: Knowledge is power*. Portsmouth, NH: Heinemann.

Demirsky, S. & Goddard, Allan and Yvonne L., *Differentiated Instruction and RTI: A Natural Fit*. October 2010, Volume 68, Number 2.

Guillaume, A. (2004) *K-12 Classroom teaching: A primer for new professionals*. Upper Saddle River, NJ: Prentice Hall.

Popham, W. J. (2003). *Test better, teach better: The instructional role of assessment*. Alexandria, VA: ASCD,

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

Websites [Citations: Follow APA Guidelines which are accessible online and in Library. For all courses, give full URL & date for all references cited.]

www.engageny.org Common Core State Standards

www.ascd.org Check out the works of Popham on this site and others in the Testing and Assessment theme area and read some of the archived articles from Educational Leadership on the topic.

www.nysed.gov NYS Education Department home page

<http://www.emsc.nysed.gov/ciai/cores.html> Bookmark this home page for NY State (20) Core Curriculum Standards. After downloading the 20 standards, explore separate links to: Core Curriculum Guidance and Virtual Learning System (VLS).

<http://www.emsc.nysed.gov/ciai/library/assessment> Explore and bookmark this Office of State Assessment site, including schedule of testing for your assigned grade.

www.scholastic.com Find sections on testing and assessment and check out lesson and theme plans- especially for those topics or themes you will use in your unit.

www.uft.org United Federation of Teachers' data base has teacher-tested lesson plans.

www.nctm.org National Council for the Teachers of Mathematics—excellent site for theory and practice in mathematics.

<http://www.ncte.org/> National Council for Teachers of English. (NCTE) Their *Language Arts* journal discusses both theory and classroom practice, highlights current research, and reviews children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators.

<http://reading.org> *International Reading Association (IRA)* Their journal, *The Reading Teacher*. This highly recommended journal demonstrates how to incorporate research into classroom practice with a readable format.

<http://www.readwritethink.org/index.asp> This practical, yet scholarly site is jointly produced by IRA and NCTE. See links on left: Lessons, Standards, etc. Refer to it often.

<http://www.sedl.org/reading/framework/assessment.html> (A recommended resource for published reading assessments and articles on reading theories and methods. Go to: Reading Assessment Data Base for online assessment tools.)

www.inspiration.com (Resource for assessment and activity templates.)

<http://www.rmcdenver.com/useguide/assessme/online.htm> Online resources for assessment—all disciplines.

http://wps.ablongman.com/ab_martin_teachingsci_4/23/6054/1549988.cw/index.html

Glen Hammond's website on becoming a teacher and multiple forms of assessment

<http://xnet.rrc.mb.ca/glenh/>

Curriculum Development and Assessment in Special Education: Weekly Sessions

Session 1: Introduction to the course

Overview of “Linking Assessment to Instructional Strategies” (PPT)

Introduction to required texts, academic requirements, and standards: New York State Curriculum Standards and Common Core State Standards.

Overview of Integrated Curriculum Unit (ICU) Outline.

Brainstorm topic for ICU.

Session 2: Curriculum planning and reflection

Discuss Unit Planning.

In-class drafting of Curriculum Unit Entry 1 - Overview.

In-class activity: Acrostic Poem: One word that describes my class. Examine Acrostic Poems: *All About Me and My Favorite Things*. Source:

http://www.readwritethink.org/lessons/lesson_view.asp?id=309.

Assignment due this session:

1) Read Reinhartz Chapter 5, “The Curriculum Development Process: Setting the Stage,” focus on pgs. 112-118.

2) Read Reinhartz Chapter 6, “Curriculum Planning: The Reflection Step,” focus on pgs. 123-145.

3) Read Spinelli Chapter 1, “An Introduction to Classroom Assessment”

4) Additional Assignment: Reinhartz Chapter 6. Adapting exercise 3, p. 146: Compare the Acrostic Poems unit with Reinhartz unit, Figure 6-9. (1) Analyze the strengths and weaknesses of these two units based upon: (a) the criteria for curriculum planning presented in Reinhartz Ch. 5 & 6, and (b) your own view of teaching and learning. (3) Describe how you would adapt either unit for presenting to children of a specific age, and a disability, supporting your decisions with references to theories and authors presented last semester or other sources. (1 page, 1.5 spacing.- post to Moodle.)

Session 3: Curriculum Implementation & Unit Topics

In-class drafting of Assessment Entry 1.

In-class planning for implementing a concept in language arts.

Explain what is meant by “teacher as technician” and “teacher as orchestrator”

Discuss the role of teaching strategies and delivery systems.

Examine video clip on Explicit Instruction: Complete a 5-3-1 chart in class.

Using the cooperative learning model (figure 7-3 in Reinhartz), develop a plan for teaching a concept in language arts.

Review the plan in class. Describe how you would implement the plan with a group of elementary students? (1-page-due in class)

Assignment due this session:

1) Read Reinhartz Chapter.7, “Curriculum Implementation: Teaching as an Interactive Step”

2) Read Spinelli Chapter 2, “Information Gathering: Evaluating the Student and the Instructional Environment”

3) Unit entry 1: I. Overview: Submit online and in hard copy (in class) a proposal for a unit topic. Describe your discussion with the cooperating teacher; provide an overview of the topic or theme and how the specific topic/theme fits into the curriculum. Describe the “Pacing Calendar” and include the needs of the children. (1 pg. –post on Moodle)

Session 4: Unit Topic Selection and Assessment

In-class drafting of Unit Entry 2-Overview

Examine the relationship of the assessment step to the other steps in the curriculum development process.

Identify and describe the domains of curriculum assessment.

Discuss how teachers conduct formative and summative assessments in the classroom.

Assignment due this session:

1) Read Reinhartz, Chapter 8, “Curriculum Assessment”

2) Read Spinelli, Chapter 3, “Reading Assessment”

3) Assessment Entry 1: Describe an instrument or assessment strategy used in your classroom, following Assessment Compendium Outline. Discuss how you or the CT used the assessment, assessing the apparent effectiveness in achieving its purpose. (post to Moodle-1 page.)

Session 5: Classroom Assessments & Unit Planning

In-class drafting of literacy assessment tools/strategies.

In-class drafting of Unit Entry 3-Overview (revised)

Assignment due this session:

1) Read Spinelli, Chapter 4, “Written Language and Related Skills Assessment”

2) Unit entry 2: I. Overview (Revised) II. Objectives for Lesson 1. III. Grade-level standards IV. Resources & Bibliography (This entry is beginning of a growing list of references, to be collected throughout the semester.) V. Lesson 1 – Open narrative (no subheadings) on first lesson to launch unit.

Session 6: Curriculum for the Language Arts; Rubrics: Writing and Interpreting

In-class drafting of math assessment tools/strategies.

In-class drafting of Unit Entry 4-Overview (revised)

Discuss the 4-6 characteristics of an effective language program.

Apply UBD (Understanding Backward Design) to our Integrated Unit Plan

Assignment due this session:

1) Read Reinhartz Chapter 10, “Curriculum for Language Arts”

2) Revisit Spinelli, Chapter 3, “Reading Assessment,” and Chapter 4, “Written Language and Skills Assessment”

3) Additional Assignment: *Reinhartz p. 243. Describe the 4-6 characteristics of an effective Language Arts Program, referring to texts from both reading courses, Purposes 1 & 2. (1-2 pgs.- post to Moodle)

4) Assessment Entry 2 & 3: Describe two different Literacy assessment instruments or strategies, and describe how you or the CT are using them in your classroom. Include a description of an attached work sample. Refer to the assessments in Spinelli, Ch 2 through Ch 5 & Reinhartz, pp. 178-181. Describe how you've chosen assessments to measure the literacy skills (refer to Reinhartz pgs. 178-181)

5) Unit entry 3: I. Overview (Revised) II. Objectives for Lesson 2. III. Grade-level standards IV. Resources & Bibliography (This entry is beginning of a growing list of references, to be collected throughout the semester.) V. Lesson 2 – Open narrative (no subheadings) on second lesson of the Unit.

Session 7: **The Math Curriculum**

In-class drafting of Unit Entry 5- Overview (revised)

Discuss your views and myths regarding mathematics

Make curriculum connections by integrating literature into math and other subject areas.

Assignment due this session:

1. Read Reinhartz Ch. 11, “The Mathematics Curriculum”

2) Read Spinelli, Chapter 5, “Mathematics and the Content Areas Assessment”

3) Review assessment sections of math texts.

4) Additional Assignment: Read Reinhartz p. 268-269, Complete Exercise 3. Take the math inventory, describe your own views and myths that you have heard or seen in children or other adults. Describe actions that would dispel those myths, either for you, or the students. Review Sample Task Analysis Checklist (Figure 5-6), describe how you might revise it for a different computation. (1-2 pgs.-post to Moodle)

5) Assessment Entry 4 & 5: Describe two math assessments, using figure 11-3 in Reinhartz, describe how your chosen assessments measures skills within several of the Reinhartz math concept areas.

6) Unit entry 4: I. Overview (Revised) II. Objectives for Lesson 3. III. Grade-level standards IV. Resources & Bibliography (This entry is beginning of a growing list of references, to be collected throughout the semester.) V. Lesson 3 – Open narrative on third lesson of the Unit.

Session 8: **The Social Studies Curriculum**

In-class drafting of Unit Entry 6-Overview (revised)

Discuss how to organize the social studies curriculum: Scope and Sequence + NCSS themes

Assignment due this session:

1) Read Reinhartz, Chapter 12, “The Social Studies Curriculum”

2) Revisit Spinelli, Chapter 5, “Mathematics and the Content Areas Assessments” (pgs. 139-145)

3) Unit entry 5: Describe the ways that you are integrating various subject/content areas and related assessments in your unit. (1 pg.-post to Moodle)

4) Assessment entry 6: Describe both a performance assessment and a formal assessment for social studies (post to Moodle).

Session 9: The Science Curriculum

In-class activity: The science portfolio is a way of managing student work in science. Consider the questions Collins (p.319) provides for designing a science portfolio. Select one student from your Study Group. Respond to the 6 questions and describe how you will support this particular student in science.

Assignment due this session:

- 1) Read Reinhartz, Chapter 13, “The Science Curriculum”
- 2) Revisit Spinelli, Chapter 5, Mathematics and the Content Areas Assessment” (pgs. 139-145)
- 3) Unit Entry 6: I. Overview (Revised) II. Objectives for Lesson 4/5. III. Grade-level standards IV. Resources & Bibliography (This entry is beginning of a growing list of references, to be collected throughout the semester.) V. Lesson 4– Open narrative on fourth lesson of the Unit...
- 4) Assessment entry 7: Science Inquiry Assessment

Session 10: Health Education; Instruction on Alcohol, Tobacco and Drug Abuse; Physical Education and Fine Arts

Discuss how to organize the Curriculum Unit Plan.

In-class drafting of Unit Entry 7-Overview (revised). What is your culminating event in the ICU?

Assignment due this session:

- 1) Read Reinhartz, Chapter 14, Physical Education and Fine Arts Programs”
- 2) Read Spinelli, Chapter 6. “Assessments and Accommodations for Special Populations”

Session 11: Technology in the Classroom

Jig-Saw activity: Understanding by design. Alexandria, VA: ASCD. Chapter 7: Thinking like as Assessor

In-class assignment: Describe one lesson in which you integrated technology with social studies. Examine the objectives listed for the lesson and state what content or concepts and skills are being taught in the lesson. Name the content standard(s) addressed in this lesson. Discuss the developmentally appropriateness of the lesson in terms of student learning (i.e. oral questions, observational checklists, anecdotal records, etc.) What student learning is being assessed and what types of assessments are used to determine the impact of the lesson on student learning? Highlight the accommodations made to engage all learners in the lesson? Name an activity in this lesson that allows the student to meet at least one of the National Educational Technology Standards for Students. (Goethals, Appendix C, p.248) You may also select an integrated lesson plan from the Web sites cited in Ch 5, Goethals or obtain an integrated lesson plan from another source.

Assignment due this session:

- 1) Read Reinhartz Chapter 9, “Using Technology in the Classroom”
- 2) Unit Entry 7: Submit draft of entire unit.
- 3) Assessment Entry 8

Session 12: Reflections on the Implementation of Unit Plans

Read Wiggins, G., & McTighe, J. (2005). Understanding by design. Alexandria, VA: ASCD.
Chapter 7: Thinking like as Assessor

Assignment due this session:

1) Unit entry 9: Submit final corrected unit narrative and supporting documents.

Session 13: Differentiating Assessment.

Read article, Demirsky, S. & Goddard, Allan and Yvonne L., Differentiated Instruction and RTI:
A Natural Fit. October 2010, Volume 68, Number 2.

Assignment due this session:

Entire Assessment Compendium, 1-8

Session 14: Presentations I (8/5)

Session 15: Presentations II (8/12)

SYSTEMS

Teaching Social Studies in the Elementary School

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Overview

The purpose of this course is to examine the learning concepts and structures that are the basis of the elementary social studies curriculum. Students are introduced to the various instructional approaches in making the insights of history and the social sciences available to children through the social studies curriculum. Prospective teachers will construct curricula so that children can learn to make informed and reasoned decisions for the public good as future citizens of a multicultural democratic nation in a global society. Topics to be studied in preparing curricula are: concepts, facts, scope and sequence, learning standards, performance outcomes and unit planning for children of various backgrounds and learning capabilities.

Objectives

To fulfill the requirements of this course, you are required to:

1. *Gain an understanding of the interdisciplinary dimensions of social studies instruction in elementary school.*
2. *Describe the subject knowledge and teaching strategies that must be coordinated for the effective teaching of social studies in elementary school.*
3. *Apply modes of historical inquiry in the teaching of social studies in elementary school.*
4. *Develop conceptual models that will assist elementary school students in understanding the world around them and their roles as citizens in an increasingly interdependent and diverse world.*
5. *Prepare a developmentally appropriate unit that is aligned to social studies standards.*

Assessment

Your final grade will be based on the following:

Attendance	10%
Participation	10%
Midterm Exam	10%
Final Exam	30%
Museum Report	5%
Literature Report	5%

Required Readings

Savage, T. & Armstrong, D. (2007) *Effective Teaching in Elementary Social Studies*. 6th Edition. Upper Saddle River, N.J.: Prentice Hall. ISBN: 9780131738430

Recommended Readings

Ellis, A (2002) *Teaching and Learning Elementary Social Studies*. Boston, MA: Allyn & Bacon.

Garcia, J. & Michaelis (2001) *Social Studies for Children: A Guide to Basic Instruction*. Boston, MA: Allyn & Bacon.

Levstik, L. & Barton, K. (2000) *Doing history: investigating with children in elementary and middle schools*. New York: Lea

Sunal, C. & Haas, M. (2002) *Social studies for the elementary and middle grades: a constructivist approach*. Boston, MA: Allyn & Bacon.

Websites:

National Standards for Civics and Government
<http://www.ncss.org>

New York State Learning Standards for Social Studies
Social Studies .org
PBS.org
The History Channel.org
No Child Left Behind
<http://www.nochildleftbehind.gov>

Class Sessions:

1. Defining Social Studies

- What are Social Studies Thematic Strands?
- Emphases of Social Studies
- Social Studies Curriculum and Standards
Read: Savage & Armstrong, Chapter 1

2. History and Geography

- National Standards for History
- History Content in the Early Grades
- History Content in the Middle Grades
- National Standards for Geography
- Geography Content in the Early Grades

- Geography Content in the Middle Grades
Read: Savage & Armstrong, Chapter 2
- 3. Political Science, Economics, and Related Social Science**
 - Political Science Classroom Activities
 - Economics Related Classroom Activities
 - Sociology Related Classroom Activities
 - Anthropology Related Classroom ActivitiesRead: Savage & Armstrong, Chapter 3
- 4. Active Learning: Giving Life and Meaning to Social Studies**
 - A Rationale for Applied Learning
 - Approaches To Providing Active, Concrete Learning Experiences
 - Dealing With Controversial IssuesRead: Savage & Armstrong, Chapter 4
- 5. Selecting Teaching Approaches For Knowledge Acquisition**
 - **Prior Knowledge, Skills and Attitudes**
 - **Learning Objectives**
 - Teacher Preferences and Teaching Skills
 - Nature of the Content
 - How Children Learn About The World
 - Approaches Focused on Knowledge AcquisitionRead: Savage & Armstrong, Chapter 5
- 6. Selecting Teaching Approaches for Knowledge Discovery**
 - **Approaches Focused on Knowledge Discovery**
 - From Concept Formation to Role Play. To Simulations, To Inquiry,
 - To Creative Thinking...To Critical Thinking...To Problem Solving and To Decision Making.Read: Savage & Armstrong, Chapter 6
- 7. Teaching Social Studies Skills**
 - **Developing Social Skills**
 - **Developing Map and Globe Skills**
 - **Research Skills**
 - **Time and Chronology Skills**
 - **Analyzing Charts and Graphs**
 - **Interpreting Political Cartoons**Read: Savage & Armstrong, Chapter 7
- 8. **Midterm Exam*Planning For Diversity- Culture, Gender, and Exceptionality**
 - **Multicultural Dimensions**
 - Gender Issues
 - Exceptionality- Learners with Disabilities and Learners who are Gifted And TalentedRead: Savage & Armstrong, Chapter 8

9. Social Studies for Limited English Proficient Learners

- The Instructional Challenge
- Categories of language Proficiency
- Problems for limited English Proficient Students
- Sheltered Instruction In The Social Studies
- Successful Instructional Practices
- Modifying Lessons

Read: Savage & Armstrong, Chapter 9

10. Planning For Success

- Aims, Goals, and Learning Objectives
- Information Needed for Instructional Planning
- Organizing Planning Information
- Understanding By Design

Read: Savage & Armstrong, Chapter 10

11. Interdisciplinary Dimensions

- Thematic Approach-Choosing Themes
- Integrating Unit Content
- Integrating Units Around Children's Literature
- Integrating the Arts
- Integrating Technology and Other Subjects

Read: Savage & Armstrong, Chapter 11

12. Assessing Social Studies Outcomes

- Types of Assessments
- Use of Rubrics
- Grading Systems

Read: Savage & Armstrong, Chapter 12

13. Connecting to the Community and the World Beyond the School

- Implementing applied learning
- Service learning
- Dealing with controversial issues

14. Social Studies for Differentiated Learning

Spoken of oral history-a way of learning about the past

Building in time

Neighborhood in time

****Integrated Thematic Unit Due****

15. **Final Exam**

Additional Requirements:**MUSEUM VISIT**

Visit a museum. How can a museum visit be used to enrich and enhance the Social Studies Curriculum? Pick an exhibit to concentrate your focus. Relate this to the Social Studies Curriculum for a specific grade. Indicate the Social Studies Standards that are met by this exhibit. Develop a lesson plan as a follow up for your class visit. Develop an additional plan using the workshop model.

SOCIAL STUDIES LITERATURE

Read a book that relates to the area of Social Studies you are engaged with your class.

- a) How does this relate to the Social Studies Curriculum?
 - b) How does this relate to promoting research and developing a Social Studies Project?
 - c) Develop five questions (indicate grade level) that can promote accountable talk discussions and an essay amongst your students.
 - d) Develop a lesson plan for a read-a-aloud for your class using the workshop model.
- The completed projects are due the last session of the course and can be included as an artifact piece for your portfolio.

DOUBLE ENTRY JOURNAL 

The purpose of the Double Entry Journal is to enable you to reflect upon your field experience and student teaching. In order to do so you should respond in the following manner (This is an additional requirement).

- How has your field experience/student teaching enabled you to reflect upon your lesson development that is thoughtful and purposeful?
- How has maintaining the double-entry journal enabled you to focus on lesson development particularly in the area of Social Studies?
- How has maintaining the Double-Entry journal enabled you to reflect on how you would integrate the arts and technology in your teaching in general and in a unit plan in particular?
- How has the maintaining of a double-entry journal enabled you to connect and reflect upon the relationship between curriculum, instruction and assessment?
- How has the maintaining of a double-entry journal enabled you to reflect upon how to engage students in the content?

INTEGRATED THEMATIC UNIT PROJECT 

The Integrated Thematic Unit report should include the following:

- 1.) Abstract
- 2.) Section on related literature and internet resources
- 3.) How is the thematic unit connected to:
 - a.) Principles of Learning
 - b.) Essential Understandings
 - c.) Social Studies Core Curriculum
 - d.) Social Studies Standards

- e) Develop two lesson plans to be used in your thematic unit-one using the workshop model.
- 4.) Develop a curriculum map for the Integrated Thematic Unit as well as a graphic organizer
- 5.) How is this Unit going to enhance students' understanding of the economic, social and political issues of the time period?
- 6.) Develop a rubric to utilize in assessing your oral presentation.
- 7) Develop a rubric to utilize in assessing your children's work
- 8) Select a historical piece of literature which can be used as a read-aloud
For your Unit, create five questions that's can be used in an accountable talk discussion. Develop a lesson plan, using the workshop model.

Your project(s) will be graded based upon the Integrated Thematic Unit Rubric.

You must demonstrate the integration of the social studies standards within the scope of each project. The project must be grade-specific with adherence to the NYS Social Standards/NYS Social Studies Curriculum. In utilizing your integrated unit rubric as a guide ask yourself:

How I am meeting the standards and guidelines established by The Integrated Thematic Unit Rubric? How does this relate to my lesson planning? In reflecting upon your product, what did you learn from creating and implementing this lesson and in creating and implementing your Unit? How is this lesson and Unit connected to curriculum, instruction and assessment? How do you know you are successful in implementing your lessons and your unit? What evidence (assessments) did you use to indicate your students are successful in understanding your lesson/unit?

Also, ask yourself, how did you integrate the arts and technology in your lesson/unit? How did you make historical connections? How did you use primary sources and secondary sources? How did you use cooperative learning? How have you used graphic organizers? How have you used portfolios and student work samples? How have you integrated the Principles of Learning, Bloom's Taxonomy and Gardiner's concept of multiple intelligences in order to promote student understandings? Ultimately have you asked yourself, why am I doing this lesson/unit?

INTEGRATED THEMATIC UNIT RUBRIC

Candidate _____ Semester _____

Faculty Evaluator _____ Date _____

Instructions: Use the rubric as a guide for evaluating thematic units. For each category, rate the teacher candidate performance on a scale of 1 to 4 (not acceptable, developing, proficient, or exemplary). To calculate the final score, add the points from each category and divide by 8.					
Category	Points	(1) Not Acceptable	(2) Developing	(3) Proficient	(4) Exemplary
1. Theme		No theme is evident	Theme is unclear	Theme is clear	Theme is clear and shows degree of uniqueness
		Theme is not grade appropriate	Theme is minimally grade appropriate	Theme is grade appropriate	Theme is grade appropriate and creates opportunity for introducing more advanced concepts
		Theme is not connected to other disciplines	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
		Theme does not spark interest	Theme is minimally connected to other disciplines	Theme is connected to at least one other discipline	Theme is connected to multiple other disciplines
2. Rationale		Purpose of unit is not evident	Purpose of unit is not clear	Purpose of unit is clear	Purpose of unit is clear and pertinent to the particular community of students
		Does not include reasons about how unit contributes to student's development	Minimal explanation about how unit contributes to students' development	Adequate explanation about how unit contributes to students' development	Detailed explanation about how unit contributes to students' development, including citations to educational theory
		Does not include reasons about how unit contributes to NYS Standards	Minimal connections between unit and NYS Standards	Unit relates to some/most NYS Standards	Unit relates to most/all NYS Standards
		No connection to educational theory	Minimal connection to educational theory	Adequate connection to educational theory	Purpose is strongly related to educational theory
3. Focus Question ACEI 1.0		No focus question	Focus question is unclear or inappropriate	Focus question is well defined and worth exploring	Focus question is well defined, worth exploring, and has potential for rich activities
	ACEI 1.0	No focus question	Focus question is minimally connected to real	Focus question adequately relates to real world issues	Focus question make strong connections to real world issues

			world issues		and related to the particular community of students
ACEI 1.0		No focus question	Focus question sparks minimal interest	Focus question sparks interest among most students	Focus question sparks overwhelming interest among students and lends itself to active engagement in learning
4. Objectives					
ACEI 3.1		No objectives listed	Objectives are unclear	Most objectives are clearly stated	All objectives are clearly stated
ACEI 3.1		No objectives listed	Objectives are minimally connected to other disciplines	Objectives make some connections across the curriculum	Objectives make strong connections across the curriculum
ACEI 3.1		No objectives listed	Objectives are not adequately linked to NYS, NYC, or ACEI Standards	Objectives are adequately linked to NYS, NYC, or ACEI Standards	Objectives are strongly linked to NYS, NYC, or ACEI Standards and go beyond the standards by relating to the particular community of students
ACEI 3.1		No objectives listed	Objectives are not written in measurable terms	Some/Most objectives are written in measurable terms	Most/all objectives are written in measurable terms
5. Content					
ACEI 2.4		Social Studies Content is unclear	SS Content is not sufficiently developed	SS Content is well developed	SS Content is developed to an exceptional degree
ACEI 2.4		Social Studies Content is inaccurate	SS Content is minimally accurate	SS Content is mostly accurate	SS Content is completely accurate
ACEI 2.4		Social Studies Content is not grade appropriate	SS Content is minimally appropriate to student developmental level	SS Content is appropriate to student developmental level	SS Content is appropriate to student developmental level & challenges students to think and/or develop skills at a more advanced level
ACEI 2.4		Social Studies Content does not address NYS, NYC, or ACEI Standards	SS Content minimally addresses NYS, NYC, or ACEI Standards	SS Content adheres to NYS, NYC, or ACEI Standards	SS Content adheres to NYS, NYC, or ACEI Standards and goes beyond the standards
ACEI 2.4		Social Studies Content is poorly organized	SS Content does not progress logically in lesson plans	SS Content is logically sequenced in lesson plans	SS Content is logically sequenced in lesson plans and builds in complexity
ACEI 2.4		Social Studies Content is not	SS Content is minimally worth	It is evident that SS Content is worth	It is evident that SS Content is worth

		worth teaching	teaching	teaching	teaching and strategies are incorporated to make content meaningful to the particular community of students
ACEI 2.4		Social Studies Content does not include material from other disciplines	Content includes material from one other discipline	Content includes material from more than one other discipline	Content includes material from multiple disciplines
ACEI 3.1		It is not clear which sources were used to plan unit	Unit is based primarily on one reference book	Unit draws from several reference resources and includes a list of sources	A formal bibliography of reference is include in unit plan and cites multiple reference materials
6.Integration ACEI 3.1		Inadequate number of lessons are included in unit	Inadequate number of lessons are included in unit	Appropriate number of lessons are included in unit	Appropriate number of lessons are included in unit
7. Lesson Plans ACEI 3.1		Lessons do not meet unit objectives	Lessons minimally meet unit objectives	Lessons are adequately related to unit objectives	Lessons are strongly related to unit objectives
ACEI 3.1		Lessons lacks goals	Lessons do not have clear goals	Lessons have clear goals	Lessons have clear goals and insure that learners have a clear understanding of what is expected of them
ACEI 3.2		Lessons make little or no adjustments for individual student differences	Lessons make minimal adjustments for individual student differences	Lessons make provisions for some/most individual student differences and adapt to diverse learners	Lessons make provisions for most/all individual student differences, including different developmental levels, ELL and students with disabilities, and successfully adapt to diverse learners
ACEI 3.3		Lessons do not use a variety of teaching strategies	Lessons minimally use a variety of teaching strategies	Lessons effectively use more than one teaching strategy to encourage students' development of critical thinking, problem solving and performance skills	Lessons successfully use a range of teaching strategies to encourage students' development of critical thinking, problem solving and performance skills
ACEI 3.3		No attention to questioning strategies, activities, technology, and supplemental	Lessons minimally use questioning strategies, activities, technology and supplemental	Lessons adequately use questioning strategies, activities, technology and supplemental	Lessons successfully use questioning strategies, activities, technology and supplemental materials to present

ACEI 1.0	materials to present new information	materials to present new information	materials to present new information	new information and enforce knowledge
	Lessons lack constructive follow-up activities or homework	Lessons include follow-up activities or homework that minimally reinforce knowledge	Lessons include follow-up activities or homework that adequately reinforce knowledge	Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think critically
	Lessons do not inspire enthusiasm for topic	Lessons inspire little enthusiasm for topic	Lessons inspire some enthusiasm for topic	Lessons inspire strong enthusiasm for topic
ACEI 1.0	Lessons do not show creativity	Lessons show little creativity	Lessons show some creativity	Lessons show exceptional creativity
ACEI 3.4				
8. Assessment				
ACEI 4.0	No evidence of evaluation	Only one assessment strategy is used	More than one assessment is used	Multiple assessments are used
ACEI 4.0	Assessments are not incorporated into unit	Assessment is conducted at the end of the unit	Assessments are planned throughout the unit	Assessments are ongoing, used both formally and informally
ACEI 4.0	Assessments are not tied to unit objectives	Assessments are minimally associated with unit objectives	Assessments are adequately associated with unit objectives	Assessments are strongly tied to unit objectives
ACEI 4.0	Student feedback is not encouraged	Student feedback is rarely encouraged	Student feedback is encouraged some of the time	Student feedback is encouraged throughout the unit
ACEI 4.0	Students are not encouraged to reflect on their performance	Students are minimally encouraged to reflect on their performance	Students are encouraged to reflect on their performance	Students are encouraged to reflect on their performance and self-assess
Additional Comments (attach additional pages, if necessary)				
Sum of Total Points				
Total Average (Divide total points by 8 and round score to nearest tenth)	Below 2.5= Not Acceptable	2.5 to 2.9= Developing	3.0 to 3.4= Proficient	3.5 to 4 = Exemplary

Note: The Integrated Thematic Unit is used as the ACEI Program Assessment #7. However, the Unit's rubric scoring guide may be revised during the early part of this semester.

VALUES AND ETHICS

Classroom Management for Academic and Social Growth EDU 521 VAL and Project SAVE SEM 531 SKI

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Overview

Classroom management is often considered the single greatest influence on student learning. The most obvious reason for this influence is that effective classroom management sets the stage for learning. Yet, issues of classroom management often pose the biggest challenges for teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of good classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social-emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students using effective instructional strategies.

This course will have three components: (1) establishing an environment for learning, (2) implementing teaching strategies which are effective with respect to meeting the needs of diverse students and (3) coping with challenges. Some of the class sessions may be conducted on-line.

Objectives

- 1. Develop skills necessary to create and maintain an environment conducive to learning*
- 2. Discuss the importance of the relationship between engaging instruction and effective classroom management*
- 3. Connect classroom management theories to practice by observing, practicing, identifying and discussing examples of effective teaching strategies*

4. *Reflect on the effectiveness of various instructional strategies with respect to meeting the needs of all learners*
5. *Develop the skills necessary to address misbehavior in the classroom*

Required Reading

Weinstein, C. S., & Mignano, A. J. (2010). *Elementary classroom management: Lessons from research and practice* (5th edition). NY: McGraw-Hill. ISBN: 9780073378626

Additional readings assigned during the semester.

Assessment

1. Attendance – 5%
2. Participation – 5%
3. Three Reflection Papers – 5% each
4. Two Education Law Lesson Plans – 5%
5. Motivational Lesson Plan Presentation – 15%
6. Classroom Management Plan – 30%
7. Final Exam – 25%

Course Assignments

All submitted assignments must be typed, double-spaced and uploaded into Moodle by the due date. A half-grade may be deducted for late assignments. This is an overview of the course assignments. Specific directions for each assignment will be provided in class.

Attendance: (5%)

Due to the interactive nature of this course, full attendance is required. If you classes, you will not receive any attendance points.

Participation: (5%)

These points are not automatic. Just showing up to class is not worth five percent. They must be earned! This course will involve many discussions, presentations, role-plays and activities where class participation is expected. There will also be various activities assigned which connect theory to practice. In addition, the satisfactory completion of homework assignments will be calculated into the Participation grade percentage.

Note: All written assignments are to be submitted on-time only through Moodle. An assignment submitted one day late will be reduced by a half-grade. Assignments will not be accepted after that.

Three Reflection Papers: (5% each)

Throughout the semester you will complete three short reflection papers. Specific directions will be given in class.

Two Education Law Lesson Plans (5%)

One lesson plan on an area of safety education and one lesson plan on fire and/or arson prevention.

Motivational Lesson Plan Presentation: (15%)

Each student will design a lesson plan using specific motivational strategies learned in class and present their lesson plan to the class.

Classroom Management Plan: (30%)

Each student will write a 4-5 page classroom management plan, which can be used in his or her own classroom next year. You will reflect on what you have read, on our class discussions and on your experiences in the field. Then, you will develop a plan that will enable you to create and maintain an environment conducive to learning. Specific directions will be provided in class.

Final Exam: (25%)

A final examination will be given on the last night of class. The exam will cover information covered during the entire semester, including the assigned textbook readings, handouts, notes, homework, discussions, etc.

Class Sessions (*Sessions 4, 9, and 11 will be on-line)**1. Introductions + Course Overview**

- What are your expectations for the course?
- Review syllabus + course assignments
- Introduce the process of classroom management
- Read Weinstein's article on Culturally Responsive Classroom Management

For Next Class: Read Chapters 1 and 2

Answer "*For Your Portfolio*" on Page 24

Read all of Weinstein's article

2. Designing the Physical Environment

- Introduce Steele's six functions of classroom design
- Evaluate diagrams of sample elementary classrooms
- How can the physical design of the classroom be culturally responsive?
- Discuss physical design of your Purpose 1 and 2 Cooperating Teachers' (CTs') classrooms

For Next Class: Read Chapter 4

Reflection Paper #1 on Physical Design (submit through Moodle)

3. Establishing Norms for Behavior

- Introduce classic classroom management studies (Kounin and Emmer, Evertson and Anderson)
- What is the difference between rules and routines?
- Review case studies of teachers establishing rules and routines
- Discuss how rules and routines can be culturally responsive
- Brainstorm rules and routines for your own classroom

For Next Class: Read Chapter 3
Reflection Paper #2 on Classroom Norms (submit through Moodle)

4.* Creating Safer, Respectful, More Caring Communities

- Discuss what does it mean to care?
- Does culture influence the definition of caring?
- Discuss the caring/control dichotomy
- Brainstorm ways teachers can show they care
- Participate in sample community building activities that help to develop a safe, caring community
- Practice effective communication skills
- Prevention of Child Abduction (Education Law 803-a), Safety Education (Education Law 806), Fire and Arson Prevention (Education Law 808)

For Next Class: Read Chapter 7
Using the required readings and on-line resources create a lesson plan designed to address one area of safety education. Submit through Moodle.

5. What is Learning and What is Good Teaching?

- What is active learning that promotes student engagement?
- Introduce different teaching styles with the instructional continuum
- Activity - Implementing all instructional techniques
- Quality curriculum as the basis for student learning and effective instruction

For Next Class: Read Chapter 8
Use the required readings and on-line resources to create a lesson plan designed to address one aspect of fire and/or arson prevention. Submit through Moodle.

6. Enhancing Student Motivation

- Introduce expectancy x value framework
- Introduce 33 motivational strategies
- Activity – practice identifying motivational strategies in lessons
- Activity- applying strategies to our lessons
- Discuss research about extrinsic rewards + motivation

For Session 7 or 8 as assigned: Motivational Lesson Plan Presentation based upon #2 “*For Your Portfolio*” on Page 250. Be sure to identify at least one strategy for enhancing perceived value.

For Next Class: Read Chapter 11

7. Designing and Implementing Effective Recitations + Motivational Lesson Presentations

For Next Class: “*On Your Own*” #1 Page 330.

8. Designing and Implementing Effective Discussions + Motivational Lesson Presentations

For Next Class: “*On Your Own*” #2 Page 331

For Next Class: Read Chapter 9

9.* Strategies for Effective Independent Work

- Seatwork – How much, when and why?
- Challenges for students and teachers
- Implications for practice
- Discuss differences between recitations and discussions
- Strategies for using both recitation and discussion effectively

For Next Class: Read Chapters 10

10. Strategies for Effective Small-Group Work

- Discuss difference between group work and cooperative learning
- Introduce sample initial group tasks
- Introduce and practice four principles of cooperative learning
- Introduce and practice structured approaches to cooperative learning

For Next Class: Reflection Paper #3, Read Chapter 12

11.* When Prevention Isn’t Enough: Protecting and Restoring Order

- Discuss misbehavior continuum
- Introduce strategies for dealing with minor misbehavior
- Introduce strategies for dealing with thorny misbehavior
- Introduce strategies for dealing with more serious misbehavior
- Activity- applying these strategies to real classroom problems

For Next Class: Read Chapter 13

**12. Preventing and Responding to School Violence
(SEM 531 SKI –Project SAVE)**

Note: You are required to sign the seminar attendance sheet

- Discuss statistics about violence in schools
- Introduce strategies for preventing violence
- Introduce conflict resolution and peer mediation
- Role-play de-escalating conflict and potentially explosive situations

For Next Class: Read Chapter 5

13. Helping Students with Special Needs + Classroom Management Plan Presentations

- Introduce chronic misbehavior
- Discuss strategies for dealing with chronic misbehavior
- Activity- practice designing behavior modification plans
- Strategies for dealing with common special needs students (ADD, ADHD, Autism)

For Next Class: Read Chapter 6
Submit Classroom Management Plan in Moodle

14. Classroom Management Plan Presentations + Working with Families

- Discuss ways to increase students' opportunity to learn in the classroom
- Evaluate these strategies in case studies
- Discuss barriers and benefits to involving parents in school
- Discuss strategies for creating a welcoming environment for parents
- Discuss cultural influences as a factor on the level family involvement in schools

For Next Class: Study for Final Exam

15. Final Exam
Bringing it all together

SKILLS

Teaching and Learning Mathematics with Technology in Grades 4-6 EDU 522 SKI

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Overview

This course builds on the prior semester's course, Teaching and Learning Mathematics in the Lower Grades. The purpose of this course is to learn how to teach mathematics to students in an integrated classroom in grades 4-6.

Since you cannot teach a subject you are not thoroughly familiar with, you will be required to continue improving your mathematical skills and demonstrate proficiency of the mathematics subjects that you will be teaching in grades 4-6 under the new Common Core Standards. As in the previous course, there will be an emphasis on the development of your content knowledge skills: You will build on what you learned in the previous course about number sense, place value, and operations with whole numbers, and you will add the topics taught in grades 4-6 in public schools.

The focus of this course is learning to teach the following content areas: operations with fractions, decimals and percents, order of operations, proportions, measurements, operations with signed numbers, functions, algebraic expressions and linear equations, measurements and data, as well as learning to teach some basic concepts from geometry, from elementary probability, and from elementary statistics.

This course places a special emphasis on learning how to differentiate instruction and obtain the knowledge and skills to teach students with disabilities. This will require you to "think outside the box": to understand WHY some students do not understand a concept that you've already explained and to learn how to teach mathematics concepts in a way that is understandable to ALL the students in the classroom, while accounting for students' different skills and abilities, prior knowledge (or lack thereof), cognitive impairments, different processing skills and different learning styles.

To maximize the effectiveness of your instruction when working with children with disabilities, you will learn (1) how to pair students in the classroom, distinguish among tasks you assign to individual students or group of students and (2) how to use a variety of resources (both human and material) to facilitate understanding by students with disabilities.

With computer technology widely prevalent nowadays, and with students frequently more technologically proficient than their teachers or other adults, you must learn how to use

technology in a classroom to facilitate student understanding of mathematical concepts, and to provide the students with a venue to practice their mathematical skills not only in the classroom but also at home. The students are expected to use technology to do their homework and for checking the accuracy of their responses.

Infusion of technology in the classroom has been found effective not only when teaching regular classroom students but also when teaching students with disabilities. Consequently, in this class you will learn how to use Smart Board technology and its applications and how to use other application software available on the net. You will be required to bring your personal laptop to class for about 50%-60% of the sessions (see below).

Classroom discussions will be held in graduate school seminar format. The short discussion will be led by one of the students. You will bring to the classroom your observations and opinions from the experience in your practicum. A second part of the discussion will focus on the assigned readings.

The written reflections you submit in this course should reflect the following:

- a) Your understanding of the assigned reading materials
- b) Your experience in the practicum and your connecting that experience to the readings, class discussions and topics covered in previous classes.

Each student will design and present a lesson plan. That lesson should include the use of technology and be differentiated to accommodate the different learning styles of students with disabilities.

Objectives

By the end of this course you will be able to do the following:

- *Plan and present mathematics lessons* for students in grades 4-6 in any topic covered under the new Common Core standards.
- *Differentiate* mathematics lessons for students in grades 4-6, accommodating to different learning styles.
- *Differentiate* mathematics lessons for students with disabilities in grades 4-6.

- Improve your *skills* in the mathematics content area, grades 4-6.
- Learn to infuse technology in the teaching and learning of mathematics in grade 4-6. In particular, you will learn how to use of technology to facilitate the learning by students with disabilities.

Assessment

Your knowledge and skills will be assessed through a variety of assignments that model the assessment techniques used in the elementary classroom. Specific guidelines and grading criteria are given with each assignment.

(20%) Attendance

Because of this is a workshop, attendance is essential! Please let me know if you have to miss class. More than 3 unexcused absences will put you in danger of failing (*see attendance policy in handbook*). Each session you attend in full will grant you 1 1/3 points toward your final grade. Work missed because of a justified absence must be made up by to the next class attended. See attached sheet with make-up assignments.

(10%) Class participation: Participation in the classroom seminars is essential to successful completion of the course. Classroom discussions will lead to better understanding. Your questions and thoughts are a necessary component of the class's overall success.

(15%) Written Reflections: You will be required to write a brief response to your weekly readings and integrate them with the class discussion and your practicum experience. Written responses are due for class # 3, 5, 7, 9, 11, and 13. As preparations of the responses are necessary for the seminar discussions, I will not accept late responses. In calculating the average grade for your written responses, I will take into account your highest 5 scores.

(20%) Lesson Presentation and Preparation: You will design and present in class a lesson that integrates the ideas, models, teaching principles and strategies that were taught and practiced in this course. It is mandatory that you use technology in your lesson and that you clearly demonstrate how you will differentiate instruction for students with disabilities.

(15%) Webquest Project Assessment: Create a Webquest (math topic and grade level of your choice within grades 1-6). Pick a special math topic that you may be thrilled to teach; a topic that could not be done as well without Internet resources; a topic that invites creativity for the students. Make sure it includes the characteristics of a good webquest (as discussed in class).

(20%) Mathematics Content Quizzes and Tests

Web Quest Assessment Rubric Administered in EDU 522 SKI

	Unacceptable (0 Points)	Acceptable (2.5 Points)	Target (5 Points)	Total Score (Max 50 Points)
<i>Overall Aesthetics (Web Quest Page)</i>				
Overall Visual Appeal	<p>There are few or no graphic elements.</p> <p>No variation in layout or typography.</p> <p>Color is garish and/or typographic variations are overused.</p> <p>Legibility suffers.</p> <p>Background interferes with the readability.</p>	<p>Graphic elements sometimes (but not always) contribute to the understanding of concepts, ideas and relationships.</p> <p>There is some variation in type size, color, and layout.</p>	<p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships.</p> <p>Differences in type size and/or color are used well and consistently.</p>	
Navigation & Flow	<p>Getting through the lesson is confusing and unconventional.</p> <p>Pages can't be found easily and/or the way back isn't clear.</p>	<p>There are a few places where the learner can get lost and not know where to go next.</p>	<p>Navigation is seamless.</p> <p>It is always clear to the learner what all the pieces are and how to get to them.</p>	
Mechanical Aspects	<p>There are many broken links and misplaced and/or missing images.</p> <p>Poorly sized tables.</p> <p>Misspellings and/or grammatical errors (spelling, punctuation and sentence structure).</p>	<p>There are some broken links, some misplaced/missing images.</p> <p>Poorly sized tables.</p> <p>Few misspellings and/or grammatical errors (spelling, punctuation and sentence structure).</p>	<p>No mechanical problems.</p> <p>No misspellings, grammatical, or punctuation errors.</p>	
Graphics	<p>Some unneeded visual distractions.</p> <p>Images inappropriate and distracting.</p>	<p>Images add to the overall impact.</p> <p>No unnecessary distractions.</p>	<p>Appropriate or appealing graphics.</p>	
<i>Introduction</i>				
Introduction	<p>Introduction doesn't prepare the reader for what is to come, or build on what the learner</p>	<p>Introduction makes some reference to learner's prior</p>	<p>The Introduction builds on learner's prior knowledge by</p>	

	already knows.	knowledge and previews to some extent what the lesson is about.	explicitly mentioning important concepts or principles, and effectively prepares the learner for the lesson by foreshadowing new concepts and principles.	
Process (<i>Step-by-step description of how students will accomplish the task</i>)				
Process	<p>Process is not clearly stated.</p> <p>Students would not know exactly what they were supposed to do just from reading this.</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p> <p>Few steps, no separate roles assigned.</p>	<p>Some directions are given, but there is missing information.</p> <p>Students might be confused.</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p> <p>Few steps, no separate roles assigned.</p>	<p>Every step is clearly stated.</p> <p>Most students would know exactly where they are at each step of the process and know what to do next.</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher-level thinking.</p> <p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	
Internet Web Resources				
Resources	Resources provided are not sufficient for students to	There is some connection between the resources and the information needed	There is a clear and meaningful connection between all the	

	<p>accomplish the task.</p> <p>There are too many resources for learners to look at in a reasonable time.</p> <p><i>Quality of Resources:</i></p> <p>Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p>for students to accomplish the task. Some resources don't add anything new.</p> <p><i>Quality of Resources:</i></p> <p>Some links carry information not ordinarily found in a classroom.</p>	<p>resources and the information needed for students to accomplish the task. Every resource carries its weight.</p> <p><i>Quality of Resources:</i></p> <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>Varied resources provide enough meaningful information for students to think deeply.</p>	
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Evaluation				
Clarity of Evaluation Criteria	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.	
			The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	
Bibliography				
Bibliography	Some information and graphics (correctly) cited.	Most sources of information and graphics are correctly cited and documented to make it possible to check their accuracy.	Sources of information are clearly identified and cited properly cited so that the reader can determine the credibility and authority of the information presented.	
Conclusion				
Conclusion	Minimal conclusion. No tie in with the Introduction.	Sums up the learners' experiences.	Clear closure and tie in with the Introduction	

		Makes some reference to the ideas expressed in the Introduction.	Suggests how learning could be synthesized and generalized to other areas.	
				Total Score:

Target = 23-30

Acceptable = 15-22

Unacceptable = below 15

Required Readings

Van de Walle, J. (2010). *Elementary School Mathematics: Teaching Developmentally*. (7th edition). ISBN: 9780205573523

White Plains, NY: Longman. Companion web Site:

www.ablongman.com/vandewalle5e

Burns, M. (2007). *About Teaching Mathematics*. Sausalito, CA: Math Solutions Publications. ISBN: 9780941355766

Additional material will be distributed in the classrooms

Additional Readings

Hamilton, B. (2007) *It's Elementary! Integrating Technology in the Primary Grades*. ISTE. ISBN: 978-1-56484-228-2

Fosnot, C. and Dolk, M. (2002). *Young Mathematicians at Work: Constructing Fractions, Decimals, and Percents*. Portsmouth, N.H.: Heinemann Press.

Hiebert, J. (1997). *Making sense: Teaching and learning mathematics with understanding*. Portsmouth, N.H.: Heinemann Press.

March, Tom (2004). *The Learning Power of WebQuests*. Educational Leadership / December 2003/ January 2004

Kurz, Chris. Making Math and Science Accessible for Students Who Are Deaf and Hard-of-Hearing. www.enc.org. focus, vol 10, no 2.

Useful Websites

National Council for Teachers of Mathematics (NCTM) Standards. (2000). URL: <http://standards.nctm.org/>

New York State Learning Standards and Common Core for Mathematics (2011):
<http://www.p12.nysed.gov/ciai/mst/math/standards/>

ARC Center: The ARC Center is a collaboration between the [Consortium for Mathematics and Its Applications](#) (COMAP) and the three National Science Foundation supported elementary mathematics curriculum projects: • *Investigations in Number, Data, and Space* • *Everyday Mathematics* • *Math Trailblazers* <http://www.comap.com/elementary/projects/arc/aboutarc.htm>

Connected Mathematics Project (6-8) (CMP) Developer: Michigan State University.
 Publisher: Prentice Hall. URL: www.msu.edu/cmp

Everyday Mathematics (K-6) Second Edition. (2001-2002) Developer: University of Chicago School Mathematics Project (UCSMP). Publisher: Everyday Learning.
 URL: <http://everydaymath.uchicago.edu>

Everyday Mathematics Sampler Pack K-5: Overview, Sample lessons, Chart of content, and Chart for month-by-month “Guideposts.” (One set supplied to each student.)

TERC: Investigations in Number, Data, and Space (K-5) Developer: TERC. Publisher: Scott Foresman. URL: <http://investigations.terc.edu/map/index.cfm>

Additional website links will be distributed in the classrooms

Class Sessions

Session #1. Introductions and Overview of Goals

- Introductions
- Provide an overview of the themes of the course, the assignments, and the required texts.
- Written Mathematics Assessment

Session #2. Diversity and Equity

- Disabilities / Multicultural and Social Equity
- Gender Equity /Gifted and Talented/ promising
- Differentiation
- The new Common Core standards
- Review mathematical skills: Operations with whole numbers

Read Burns pages 24-36

Session #3. Building Number Sense through Estimation

Reading Response #1 due: Van de Walle Chapter 7 Teaching All Children Mathematics

- View Marilyn Burns' s video "Assessing Understanding: Part 2"
- View Marilyn Burns's video "Mathematics with Manipulatives: Base Ten Blocks" Long - Division with Base Ten Blocks-

Continue reviewing previously learned skills: Operations with whole numbers

Session #4. Operations with Integers

Laptop required for this class

- The real number line
- Integers
- Addition/ Subtraction of integers
- Multiplication / Division of integers
- Powers of Integers

Session #5. Grouping Symbols and Order of Operations

Reading Response #2 due: Van de Walle Chapters 13 and 14

- Operations with integers (cont'd)
- Infusion of technology in the mathematics classroom

Read Burns pages 397-398

Session #6. Use of Black Board and Software for Teaching/Learning Mathematics

Laptop required for this class

Class test on operations with integers and order of operations

- Black Board and applications
- Other software applications

Session #7. Use of Black Board and Software for Teaching/Learning Mathematics (cont'd)

Laptop required for this class

Reading Response #3 due: Van de Walle Chapters 13 and 14

- Black Board and applications
- Other software applications

Session #8. Teaching Fractions, Decimals, Percentages, Proportions

Laptop required for this class

View Marilyn Burns's videos:

“Teaching for Understanding: Part 1” Fractions and Garboards

“Teaching for Understanding: Part 3” Fractional parts

“Assessing Understanding: Part 3”

- Ratios and proportions
- Operations with fractions and decimals
- Operations with percentages
- Word problems involving fractions and percentages

Read Burns pages 267-283, 388-390

Session #9. Teaching Fractions, Decimals, Percentages, Proportions to Students with Disabilities

Reading Response #4 due: Van de Walle Chapters 16 and 17

- Base-ten activities
- Tile Activities
- Fraction Kit

- Ratio and proportions
- Operations with fractions and decimals
- Operations with percentages
- Word problems involving fractions and percentages

Session #10. Geometry

Class Test: Operations with fractions, decimals and percentages

- Sorting space figures
- Geoboard activities
- Tesselations
- Perimeter and areas
- Read Aloud: *The Greedy Triangle* (Burns, 1994)
- Review for quiz

Reading: Van de Walle Chapter 21; Burns pages 322-330

Session #11. Data and Measurement

Reading Response #5 due: Van de Walle Chapter 18

-The development of measurement

Read Aloud: *How Big Is a Foot?* (Myller, 1990)

Millions to Measure (Schwartz, 2003)

-Nonstandard measurement

-Perimeter and area activities

-Circles

-Clocks

View Marilyn Burns video “Mathematics with Manipulatives: Six Models” Building Cubes, Fill the Boxes

Read Burns Pages 304-310

Session #12. Probability and Statistics

Class Test: Geometry

-graphs

-mean, median, mode

-probability experiments

Read Burns pages 85-129, 322-327

View Marilyn Burns video “Mathematics with Manipulatives: Six Models” Shake and Spill

Session #13. Functions and Introduction to Algebra

Reading Response #6 due: Van de Walle Chapters 15 and 20

-patterns

-variables

- evaluating algebraic expressions

-solving linear equations

Read Burns pages 343-348

Session #14. Class Presentations

Session #15. Wrap-up session

-Final reports due

- Final examination (no calculators)

COMMUNICATIONS

Reading Instruction for Upper Grades EDU 520 COM

Professor Lisa Radford
Room 1227
lradford@mcny.edu

Overview

This course extends the view of language and the reading processes to the upper elementary student. Emphasis will be on increasing competence in basic reading strategies, methods of instruction, diagnostic/prescriptive teaching and reading and writing across the curriculum. There will be a focus on the planning, organizing and implementing an integrated, balanced, literature-based approach to teaching the Language Arts in the upper elementary grades. Communication skills and strategies will be examined within a variety of authentic contexts. Differentiated teaching will be emphasized in order to best meet the social and language needs of all students, including students with disabilities, and those from culturally and linguistically diverse backgrounds. Weekly double entry journals will be used to reflect upon "Teaching in Action Vignettes" and will be utilized as a springboard for class discussion. The culminating course project will be the creation and presentation of a "Core Book Unit."

Objectives

To fulfill the requirements of this course, you are expected to:

1. *Understand how children learn and develop language in the upper elementary grades*
2. *Learn about the characteristics of various instructional approaches in the teaching of language arts in the upper elementary grades*
3. *Examine methodological approaches to develop literacy in upper elementary students through the integration of thinking, speaking, listening, viewing, reading and writing*
4. *Expand your repertoire of skills for creating and effectively managing an upper grade elementary classroom literacy program*
5. *Understand how assessment in the upper elementary grades can be utilized as a tool to drive literacy instruction*

6. *Demonstrate effective practices in reading instruction for students in the upper elementary grades*

Assessment

Students are required to attend all classes, complete all assignments and participate actively in class discussions. In addition to the weekly reading assignments, students will complete mandatory double entry journals. Students will also create and present a "Core Book Unit." Final grade will be determined as follows:

Class attendance	10%
Class participation	10%
Double entry journals	30%
Mid-term project	20%
Final project and presentation	30%

Required Readings

Hennings, D. (2002) *Communication in Action Teaching Literature-Based Language Arts*. 8th edition. New York: Houghton Mifflin. ISBN: 9780618166015

Recommended Readings

Calking, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann

Cullinan, B. (1992). *Invitation to Read: More Children's Literature in the Reading Program*. Newark, Delaware: International Reading Association

Fletcher, R. and Portalupi, J. (2001). *Writing Workshop the Essential Guide*. Portsmouth, NH: Heinemann

Fogarty, R. (1995). *Best Practices for the Learner-Centered Classroom*. Arlington Heights, IL: IRI/SkyLight Training and Publishing, Inc

Johns, J. and Lenski, S. (1994). *Improving Reading a Handbook of Strategies*. Dubuque, IA: Kendall/Hunt Publishing Company

Kotch, L. and Zackman, L. (1995). *The Author Studies Handbook: Helping Students Build Powerful Connections to Literature*. New York, NY: Scholastic

Routman, R. (1994). *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann
Thompkins, G. and McGee, L. (1993). *Teaching Reading With Literature: Case Studies To Action Plans*. NJ: Macmillan Publishing Company

Class Sessions

1. Teaching for Communication

- An overview of An Integrated, Balanced, Literature-Based Approach to the Language Arts in the upper elementary grades
- Our Experiences with organization of a Language-Learning Community (Reading and Writing Workshop)
- Developing a Personal Philosophy for Teaching the Language Arts
- Double Entry Journals, Reflecting on Teaching in Action Vignettes (Examine instructional strategies modeled, relate to you own Student-teaching placement experiences)
- The Workshop Model

Assignments:

Read: Hennings, Chapter 1 & NYCDOE Handbook - Educational Philosophy, Core Values and Research

Double Entry Journal - Literature in Action: Walking with Rosie

2. An Integrated, Literature-Based Approach to the Language Arts

- Literature in Action
- The Organization of a Language-Learning Community
- Creative Planning for Communication in Action
- Meeting the Standards
- Workshop Model

Assignments:

Read: Hennings, Chapter 2 & NYCDOE Handbook – Writing Workshop (grades 3-6)

Double Entry Journal - A Learning Community in Action: Preserving Habitats: A Thematic Unit

3. Diversity in the Multicultural, Inclusive Classroom

- A Learning Community in Action
- Meeting the Social and Language Needs of All Children
- Assessment of Children as Language Users

Assignments:

Read Hennings, Chapter 3 & NYCDOE Handbook – Word Work (grades 3-6)

Double Entry Journal - Language Learning in Action: Mushrooms Now

4. Building on Children's Early Language Development

- Language Learning in Action
- How Children Learn and Develop Language
- Growing Independence and Reading to Learn

Assignments:

Read Hennings, Chapter 4 & NYCDOE Handbook – Reading Workshop (grades 3-6)
Double Entry Journal - A Literature Conversation in Action: Racing Life with Willy

5. Literature for Life

- A Literature Conversation in Action
- Analyzing Children's Responses to Literature
- Qualities that Trigger Responses and Deepen Understanding

Assignments:

Read Hennings, Chapter 5 & NYCDOE Handbook – Alignment with State Standards and Federal Guidelines, Scope and Sequence for Instruction in Reading and Writing (grades 4-6)
Double Entry Journal - Listening in Action: Getting at the Root of Conflict

6. Listening for Meaning

- Listening in Action
- Listening and Learning: Human-Relation Aspects, Informational/Literal, Interpretative, Critical, Aesthetic

Assignments:

Read Hennings, Chapter 6 & NYCDOE Handbook – Sample Curriculum Maps and Units
Double Entry Journal - A Talking Place in Action: Dramatizing "The Three Billy Goats Gruff"

7. Oral Expression - The Upper Elementary Grade Classroom as a "Talking Place"

- **Field trip to Barnes and Nobel**
- A Talking-Place in Action
- Storytelling & Drama
- Choral Speaking, Conversations & Reporting
- Assessing Children's Growth as Oral Language Users
- Class Project: guidelines, expectations, brainstorming (Creating an integrated, balanced, literature-based, Core Book Unit - See text, Hennings pages 504-507)

Assignments:

Read Hennings, Chapter 7
Double Entry Journal - Collaborative Workshops in Action: The Lorax
Midterm Project Due

8. Oral Language as a Bridge into Literacy and Higher-Order Thought

- Language Experience in Action
- Vocabulary Development in the upper elementary grades
- Collaborative Workshops in Action
- Higher Order Thinking

Assignments:

Read Hennings, Chapter 8

Double Entry Journal - Reading/Writing in Action: From Communication Circle into Reading-Writing Workshop

9. Reading for Meaning in the Upper Elementary Grades

- Reading/Writing in Action
- Decoding
- Comprehension
- Strategies

Assignments:

Read Hennings, Chapter 9

Double Entry Journal - Workshop in Action: Journals, Idea Clusters, and Other Ways to Make Ideas during Workshop

10. Writing as Idea Making, Creating Within a Variety of Genres

- Workshop in Action
- Types of Writing & Genres
- Expanding Writing in the upper elementary grades
- Strategies

Assignments:

Read Hennings, Chapter 10

Double Entry Journal - Interactive Writing in Action: The Desert

11. Writing Processes in a Workshop Environment

- Interactive Writing in Action
- The Writing Process
- The Writing Workshop Model
- Assessing Children as Authors in the upper elementary grades

Assignments:

Read Hennings, Chapter 11

Double Entry Journal - Language in Action: Revising Sentences - A Mini Lesson

12. Writing, Language Conventions, and Grammar

- Language in Action
- Controlling the Sentence
- Managing Other Conventions of Written Language in the upper elementary grades

Assignments: Read Hennings, Chapter 12

Double Entry Journal - Spelling in Action: Spelling Patterns and Writing

13. Spelling, Dictionary Use, and Handwriting

- Spelling in Action
- Word Study in the upper elementary school
- Tools of the Editor's Craft

14. Class Presentations: Core Book Unit

15. Class Presentations: Core Book Unit

Adapted Lesson Plan Format
MSED Program
Metropolitan College of New York

Name:
Grade/Room:
Lesson Title:

Lesson Date:
Subject:

1. **Materials/Equipment/Worksheets:** *List text and/or children's book title and author used. Describe and attach a sample worksheet—your own, if possible. Integrate technology (including assistive technology) and mixed media, as appropriate, including photographs, videos, overheads, and software and/or Internet applications. Always cite sources for ideas/worksheets used in a lesson. (CEC 4)*
2. **Pre-assessment of Students Knowledge & Skills:**
 - (a) *Describe learners' prior knowledge about the skill or the lesson topic (not which lesson was taught)*
 - (b) *Cite tool or procedure used to obtain that information prior to lesson*
 - (c) *Write a brief summary of Study Group (3 students) including needs, interests, abilities [include connections to real world] (ACEI 4)*

Student A:

Student B:

Student C:
3. **National/New York State Learning Standards/Core Curriculum:** *Depending on the lesson subject area(s) cite one or two specific standards and how they are connected to the objectives. (ACEI 2, 2.3 or 2.4) <http://www.emsc.nysed.gov/ciai/>*
4. **Objectives:** *(Specific and measurable, related to student learning) List only one or two specific behavioral objectives. Use active verbs that describe what the students will learn and how they will demonstrate their learning. (ACEI 3.1)*
5. **Methods of Assessment:** *(informal and formal, formative and summative) List the assessments you will use to support your Whole Group and your Study Group. (ACEI 5)*

Cite specific assessments:

 - *During lesson:*

Student A:

Student B:

Student C:
 - *End of lesson:*

Student A:

Student B:

Student C:
6. **Differentiation:**
 - *Process differentiation: List instructional strategies you will use to support your Whole Group and Study Group.*

Whole Group:

Student A:

Student B:

Student C:

- **Product differentiation:** *Explain how you will alter the product in order to accommodate the needs of your sample group*

Student A:

Student B:

Student C:

Procedures

Include estimated time allocations for each part of the procedure.

- 7. Introduction and motivation:** *Include a (1) **Hook** (grab students' attention) (2) **Connection** to the previous day's lesson objective. (3) **State** behavior expectation for guided practice transition. (4) **Model** (5) **Guided practice** support for lesson objective. (ACEI 1.0)*
- 8. Developmental Activities/Steps:** *Include sample questions that require varied levels (i.e. of thinking from Bloom's taxonomy (www.odu.edu/educ/roverbaw/Bloom/blooms_taxonomy.htm) Describe how activities support your behavioral objective(s) and how your questions meet the diverse needs of your Whole Group and your Study Group. Describe how activities enable every student to independently demonstrate mastery. (CEC 4)*
- 9. Closure:** *Include a (1) Reemphasis of lesson objective, (2) a final check for understanding, and (3) a preview of tomorrow's lesson. Share.*
- 10. Cultural and Linguistic Diversity:** *Include instructional strategies which demonstrate that cultural diversity is integrated into your objectives, activities and assessments. Consider students with special needs, and ELLs as well as culture, gender, socio-economic levels. (ACEI 3.2))(CEC 4)*
- 11. Connections Across the Curriculum**
- 12. Alternative activities-***Describe emergency fillers for the stronger readers who complete the assignment ahead of time.*
- 13. Assignments-***Include homework or in-class supervised study.*
- 14. Co-Teaching and Collaboration:**
Who is present during this lesson? Give all adults present a specific role.
- 15. Lesson Planning Language, Grammar, Punctuation, and Spelling**
- 16. Sources Cited**

(Complete Reflection and Implementation Log immediately following the lesson).

MCNY Proficiencies Evaluation of Field Observation/Student Teaching/Practicum
 (Check one: ___ *Midterm* Evaluation / ___ *Final* Evaluation)

Teacher candidate: _____ Purpose _____ Semester _____

Evaluator: _____

Check one: ___ Field Supervisor ___ Cooperating Teacher

To the Evaluator: Please rate teacher candidate's proficiency in each area as follows: 4 = exceeding proficiency, 3 = proficient, 2 = approaching proficiency, 1 = not yet acceptable proficiency.

Knowledge	
A. Subject Matter (ACEI 2.1, 2.2, 2.3, or 2.4) Candidate demonstrates knowledge of general education and of subject matter and is able to integrate this knowledge into his/her practice. Comments: _____ _____ _____	4 3 2 1
B. Student Learning (ACEI 1) (CEC 1) Candidate knows theories of human development and learning and knows how to use developmental theory in his/her practice to optimize student learning. Comments: _____ _____ _____	4 3 2 1
C. Diversity of Learners (ACEI 3.2) (CEC 1) Candidate knows theories of developmental, cultural, linguistic, and learning differences and knows how to provide differentiated instruction. Comments: _____ _____ _____	4 3 2 1
D. Environment for Learning (ACEI 3.4) (CEC 2) Candidate knows the developmental and learning theories that facilitate the creation of a positive environment for learning. Comments: _____ _____ _____	4 3 2 1

<p>E . Assessment (ACEI 3.1, 4) (CEC 5) Candidate demonstrates the ability to monitor, evaluate, analyze and interpret student learning. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>Skills</p>	
<p>A. Planning Instruction (ACEI 3.1) (CEC 4) Candidate is able to plan instruction based on knowledge of the subject matter and curriculum goals. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>B, Strategies/Technologies (ACEI 3.1, 3.3) (CEC 4) Candidate uses a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving. Comments: _____ _____</p>	<p>4 3 2 1</p>
<p>C. Learning Environment (ACEI 1) (CEC 2) Candidate creates a positive learning environment where students are engaged and self-motivated. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>D. Communication (ACEI 3.5) (CEC 6) Candidate uses effective verbal, non-verbal strategies, medias and technologies to promote student learning. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>E. Collaboration and Relationships (ACEI 5.2) (CEC 7) Candidate demonstrates the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students). Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>F. Reflection and Professional Development (ACEI 5.1) Candidate reflects on and analyzes the impact of his/her actions on student</p>	<p>4 3 2 1</p>

<p>learning in order to develop as a professional. Comments: _____ _____ _____</p>	
<p><u>Dispositions/Values</u> A. Diversity/Individual Differences (ACEI 3.2) (CEC 6) Candidate shows that he/she can empower all students to be effective learners helping them to develop self-confidence and competence. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>B. High Expectations (CEC 6) Candidate demonstrates through his/her classroom behavior that all students can learn at high levels, and he/she persists in helping all students achieve success. Comments: _____ _____ _____</p>	<p>4 3 2 1</p>
<p>OVERALL TOTAL (For students in Purposes 2 and 3, “Exceeding Proficiency” scores total 46-52; “Proficient” scores total 39-45; “Approaching Proficiency” scores total 32-28; “Below Proficiency” scores are below 32.)</p>	

Evaluator’s signature _____ Date _____

Candidate’s signature _____ Date _____

Academic Calendar, 2013**Spring Semester 2013**

Monday, January 07, 2013	First Day of Classes
Saturday, January 19, 2013	Last Day for Add/Drop
Monday, January 21, 2013	Martin Luther King Birthday (College Closed)
Tuesday, January 22, 2013	College follows Monday schedule
Monday, February 11, 2013	Last day for student submit work from Fall 2012 incomplete
Monday, February 18, 2013	President's Day (College Closed)
Monday, March 18, 2013	Summer Classes Registration Begins
Monday, March 18, 2013	Last day for instructor to submit grade change for Fall 2012 incomplete
Monday, March 18, 2013	Last day to withdraw for Spring 2013 semester
Tuesday, April 23, 2013	Last day of classes

Summer Semester 2013

Wednesday, May 01, 2013	First day of classes
Tuesday, May 14, 2013	Last day to Add/Drop
Monday, May 27, 2013	Memorial Day (College closed)
Wednesday, May 29, 2013	College follows Monday schedule
Saturday, June 08, 2013	Commencement
Monday, June 10, 2013	Last day for student to submit work from Spring 2013 incomplete
Thursday, July 04, 2013	Independence Day (College closed)
Monday, July 08, 2013	Fall Classes Registration begins
Monday, July 08, 2013	Last day for instructor to submit grade change for Spring 2013 incomplete
Monday, July 08, 2013	Last day to withdraw for Summer 2013 Semester
Thursday, August 15, 2013	Last day of classes

Fall Semester 2013

Tuesday, September 03, 2013	First day of classes
Monday, September 16, 2013	Last day to Add/Drop
Monday, October 14, 2013	Columbus Day (College closed)
Tuesday, October 15, 2013	College follows Monday schedule
Tuesday, October 15, 2013	Last day for student to submit work for Summer 2013 incomplete
Monday, November 11, 2013	Spring Classes Registration begins
Monday, November 11, 2013	Last day for instructor to submit grade for Summer 2013 incomplete
Monday, November 11, 2013	Last day to withdraw for Fall 2013 Semester
Thursday, November 28, 2013	Thanksgiving (College closed)
Friday, November 29, 2013	Thanksgiving (College closed)
Saturday, November 30, 2013	College reopens (Classes Meet - Offices are closed)
Thursday, December 19, 2013	Last day of classes

Note:

October 15 is a Tuesday, but Monday classes will be held.
November 27 is a Wednesday, but Friday classes will be held.
College will be open on Saturday, November 30 for classes.
**** Academic Calendar is subject to change.**

For weather and closing updates: (212) 343-1234 ext.3000.