

## **Meeting the Unique Needs of All Learners**

### **Purpose 3**

#### **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**

**All rights reserved. No part of this publication may be reproduced without prior permission by  
Metropolitan College of New York©**



# MEETING THE UNIQUE NEEDS OF ALL LEARNERS

## Purpose 3

	PAGE
POLICIES	3
DEFINITIONS	5
THE PURPOSE-CENTERED EDUCATOR PROFICIENCIES	8
ASSESSMENT SYSTEM	18
THE PURPOSE DIMENSION® <i>Meeting the Unique Needs of All Learners</i>	23
THE SKILLS DIMENSION® <i>Inclusion: Teaching Strategies and Classroom Management</i>	54
THE SELF & OTHERS DIMENSION® <i>Exploring Cultural Diversity through the Arts</i>	59
THE SYSTEMS DIMENSION® <i>Science Methods and Curriculum in Elementary School</i>	74
THE COMMUNICATIONS DIMENSION® <i>Diagnostic and Enrichment Techniques in Reading</i>	83
LESSON PLAN OUTLINE	88
ACADEMIC CALENDAR	92

# 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 10<sup>th</sup> 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.

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 and policies 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.
- Laptop computers should only be used for note taking on classroom related assignments.
- Walkmans, cell phones, beepers, or any form of audio equipment should be turned off in the classroom at all times.
- Laptop computers should 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 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 MS.Ed. teacher 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><b>Knowledge (A) Subject Matter</b> Candidates demonstrate knowledge of general education and of subject matter and be able to integrate this knowledge into their practice.</p>	<p><b>Standard II: Knowledge of Content and Instructional Planning</b> Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p><b>Standard #4: Content Knowledge</b> 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><b>2.1 Reading, Writing, and Oral Language</b>—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;  <b>2.2 Science</b>—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;  <b>2.3 Mathematics</b>—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;  <b>2.4 Social studies</b>—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the</p>	<p align="center"><b>3</b></p>	<p align="center"><b>1,2,3</b></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><b>2.5 The arts</b>—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><b>2.6 Health education</b>—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><b>2.7 Physical education</b>—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>(B) Student Learning</b>	<b>Standard I: Knowledge of Students and Student Learning</b>	<b>Standard #1: Learner Development</b> The teacher understands how	<b>1. Development, Learning and Motivation:</b> Candidates know, understand, and use the major concepts, principles, theories, and research related	<b>1</b>	<b>1, 2,3</b>

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.		
<b>(C) Diversity of Learners</b>  The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.	<b>Standard I: Knowledge of Students and Student Learning</b>  Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	<b>Standard #2: Learning Differences</b>  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.	<b>3.2 Adaptation to diverse students:</b> Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	<b>4</b>	<b>2, 3</b>
<b>(D) Environment for Learning</b>  The candidates know the developmental and learning theories	<b>Standard IV: Learning Environment</b>  Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	<b>Standard #3: Learning Environments</b>  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active	<b>3.4 Active engagement in learning:</b> 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 .	<b>2</b>	<b>1, 2,3</b>

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.			
<b>(E) Assessment</b>  The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning	<b>Standard V: Assessment for Student Learning</b> Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	<b>Standard #6: Assessment</b> 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.	<b>4.0 Assessment for Instruction:</b> 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
<b>Skills (A) Planning Instruction</b>  The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.	<b>Standard II: Knowledge of Content and Instructional Planning</b> Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	<b>Standard #7: Planning for Instruction</b> 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.	<b>3.1 Integrating and applying knowledge for instruction:</b> Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	4	1,2,3

MCNY Candidates' Proficiencies	New York State Teaching Standards (2011)	INTASC Standards (2011)	ACEI (2007)	CEC (2012)	Purpose
<p><b>(B) Instructional Strategies and Technologies</b></p> <p>The candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.</p>	<p><b>Standard III: Instructional Practice</b></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p><b>Standard #8: Instructional Strategies</b></p> <p>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><b>3.3 Development of critical thinking, problem solving, and performance skills:</b> 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><b>(C) Learning Environment</b></p> <p>The candidates create a positive learning environment where students are engaged and self-motivated.</p>	<p><b>Standard IV: Learning Environment</b></p> <p>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	<p><b>Standard #3: Learning Environments</b></p> <p>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><b>3.4 Active engagement in learning:</b> 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><b>(D) Communication</b></p> <p>The candidates use effective verbal, non-verbal strategies, medias</p>	<p><b>Standard III: Instructional Practice</b></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p><b>Standard #3: Learning Environments</b></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active</p>	<p><b>3.5 Communication to Foster Collaboration:</b> 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

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

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><b>Dispositions/Values (A) Diversity/Individual Differences</b></p> <p>The candidates show they can empower all students to be effective learners helping them develop self-confidence and competence.</p>	<p><b>Standard II: Knowledge of Content and Instructional Planning</b></p> <p>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>	<p><b>Standard #2: Learning Differences</b></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><b>3.2 Adaptation to diverse students</b>—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>(B) High Expectations</b></p> <p>The candidates demonstrate through their classroom behavior that all</p>	<p><b>Standard III: Instructional Practice</b></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	<p><b>Standard #2: Learning Differences</b></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><b>1.0 Development, Learning, and Motivation--</b> 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

<b>MCNY Candidates' Proficiencies</b>	<b>New York State Teaching Standards (2011)</b>	<b>INTASC Standards (2011)</b>	<b>ACEI (2007)</b>	<b>CEC (2012)</b>	<b>Purpose</b>
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 510 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 – EDU 530 CON
- Satisfactory completion of the *Teacher Work Sample Assessment (Constructive Action 3)* – EDU 530 PUR
- *Arts Diversity Project Assessment* – EDU 530 SEL
- Minimum 3.0 GPA
- **CST scores (002) and (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. Base 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 I)</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	3.0 GPA (I)	<u>Knowledge</u> (A, B, C, D, E)

(Student Teaching 2)	<i>Student Teaching 1</i> <i>Proficiencies Assessment (I)</i> <i>Lesson Planning Assessment</i> <i>(Constructive Action 2) (I)</i> <i>Project SAVE Seminar (I)</i> <i>Integrated Thematic Unit (I)</i> <i>Passing Score ATS/W-</i> <i>Elementary (E)</i>	<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> <i>Proficiencies Assessment (I)</i> <i>TWS Assessment</i> <i>(Constructive Action 3) (I)</i> <i>Arts Diversity Project</i> <i>Assessment (I)</i> CST scores (E)	<u>Knowledge</u> (A, B, C, D, E)  <u>Skills</u> (A, B, C, D, E, F, G)  <u>Dispositions</u> (A, B)

## MEETING THE UNIQUE NEEDS OF ALL LEARNERS

### Overview of the Purpose

In Purpose 3, you will proceed with your second major teaching practicum, within an upper elementary grade classroom. You will increase your awareness of how students are genuinely different and how these differences can be addressed. You will begin to create a foundation for your practicum that includes student variation and uniqueness as a natural phenomenon. This comprehensive, integrated view of learners embraces children with special needs, including gifted children and those who are intellectually or physically challenged. Focusing also on cultural and language variation, different cognitive styles, social-emotional behaviors, gender identification, and position in the group, you will acquire about a variety of approaches to enable you to try out different methods tailored to the unique needs of the range of students in your classroom.

Your Purpose 3 teaching practicum will consist of 32 full days. Your practicum will be supervised by faculty teaching the Purpose Dimension seminar. It will again be your responsibility to document the dates and times you devote to meet this requirement. For this, you will use and maintain a timecard at the cooperating school.

In Purpose 3, you will undertake a Constructive Action that will be aligned with your final teaching practicum. You will integrate knowledge from your Dimension courses into the Constructive Action and its documentation to achieve the Purpose. Both your participation in the teaching practicum and your Constructive Action will be assessed.

The Purpose 3 Constructive Action Document is based upon the Teacher Work Sample (TWS) methodology model from the Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu.itq>.

The Purpose (pedagogical performance area) for each semester is 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 Seminar: Analysis of Teaching Behavior**

The Purpose and its accompanying Constructive Action for the final semester is designed to help you create classroom environments that will best meet the needs of all children. It focuses on cognitive styles, social-emotional behaviors, gender identification, cultural variation and position in the group. As student teachers, you will acquire a variety of approaches and techniques which enable you to define the range of learners in your classroom and to try out different methods and content which are tailored to the unique needs of your students. This comprehensive, integrated view of learners embraces children with special needs, including those that are intellectually or physically challenged, gifted and English Language Learners.

**Constructive Action: Teaching Practicum Grades 4-6**

In this course you will develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. As you proceed into your second major teaching practicum, you will develop increased awareness of how students are genuinely different and how these differences can be addressed.

**Self and Others: Exploring Cultural Diversity Through the Arts**

This course focuses on the development and application of children's learning experiences in the expressive arts - art, music, dance, literature and other artistic modes of expression. You will study approaches to developing age-appropriate materials, activities and techniques that reflect cultural traditions in response to the unique needs of diverse students in inclusive settings. You will explore ways in which the arts clarify and enhance academic curriculum and lead to opportunities for creative problem-solving and critical thinking.

**Systems: Science Methods and Curriculum**

In this course you will learn how the life sciences, the earth sciences and the physical sciences provide the context for developing competency in constructing and carrying out science investigations with and for children. Understanding of the structure of the science disciplines, child development and science standards combine to address the needs of all students in inclusive settings. Theories of learning guide the inquiry process as you explore science laboratory management techniques. Emphasis is placed on participatory activities that you can use to develop students' science literacies. This course will include application of science concepts to the upper grade level.

**Technical Skills: Inclusion: Teaching Strategies and Classroom Management**

This course focuses on the daily aspects of classroom management with particular attention given to the importance of instructional practices. Theory and practice interweave as you select developmentally appropriate materials, create learning environments and design curriculum to address the needs and learning styles of upper grade children in diverse and inclusive educational settings. Consideration is given to various behavior interventions that emphasize coping strategies and more acceptable alternatives to problem behavior. Your student teaching experiences provide resources for course discussions.

**Communication Skills: Diagnostic and Remedial Techniques In Reading**

This course focuses on effective approaches for teaching children with reading, writing and language problems in inclusive classroom programs. You will develop knowledge of the commonality of basic needs and developmental stages of upper-elementary school children as a background for building on the strengths of children with literacy difficulties. Naturalistic and standardized assessment protocols will be examined, analyzed and demonstrated, while applying theoretical knowledge of preventive and corrective approaches to practice. Emphasis is placed on the formal and informal procedures that match reading instruction to the individual student's needs. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners



**THIS SYMBOL MEANS THAT THE DIMENSION ASSIGNMENT SHOULD BE INTEGRATED INTO YOUR CONSTRUCTIVE ACTION DOCUMENT.**

**Analysis of Teaching Behavior Grades 4-6 (EDU 530 PUR)  
And  
Constructive Action (EDU 530 CON)  
Teaching Practicum Grades 4-6**

**Professor Dana Gathers  
Room 1231  
212.343.1234 x2406  
[dgathers@mcny.edu](mailto:dgathers@mcny.edu)**

**Overview:**

The Purpose Three Student Teaching Seminar aims to integrate 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 seminar builds upon your learning and experiences in Purpose 2 as you undertake student teaching in the upper elementary school grades. Our discussions and readings will focus on the challenges you face as pre-service teachers in the second teaching practicum with upper grades elementary school students. You will develop a broad repertoire of pedagogical strategies that include facilitating the academic, social, and emotional development of all children through objective observations and rigorous curriculum planning; create a supportive and well-managed classroom environment in an inclusive setting; develop effective teaching practices; address the needs of the school and community; and gain knowledge about community resources.

Since the theme of this semester is to *Meet the Unique Needs of All Learners*, the aim of the seminar is to increase your awareness of how students are genuinely different and how those differences can be addressed effectively. By focusing on learning styles, learning and physical disabilities, social-emotional behaviors and cultural variation, you will acquire a variety of strategies that enable you to differentiate your instruction to meet the diverse needs of your students.

**Objectives:**

1. *Create an integrated content unit, including essential concepts, learning goals, and objectives, designed to support the needs of students and students with disabilities.*
2. *Collect formal and informal assessments, analyze student data, and determine next instructional step based on data. Plan appropriate follow up learning activities.*
3. *Differentiate instructional, curricular, and behavioral strategies for students with special needs.*
4. *Explain how and in what ways the CA 3 meets ACEI Standards 1, 3.2 and 4.*

5. *Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with diverse needs*

### **Required Readings:**

Mastropieri, M., Scruggs, T. (2009). *The inclusive classroom: Strategies for effective instruction*. Prentice Hall. 4<sup>th</sup> Edition. ISBN: 9780135001707

### **Assessment:**

#### ***Purpose Seminar: Analysis of Teaching Behavior***

Class Participation	28 points	12%
CA Unit Overview	14 points	6%
Unit Lesson Plans (10 total)	42 points	16%
Assessment	10 points	4%
Reflective Journal Part I and II	10 points	4%
Excel Tracking Document	10 points	4%
Constructive Action Document (see rubric)	<u>124 points</u>	52%
	238 points total	

#### ***Teaching Practicum: Grades 4-6***

Practicum Attendance: 32 full school days*	81 points	26%
Formal Observations (3) by College Field Supervisor	<u>228 points</u>	74%
	309 points total	

**\*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.**

### **Class Attendance and Participation Policy**

Throughout the semester you will be expected to participate in class as demonstrated through various activities. These activities include but are not limited to readings, class discussions, group and independent activities. We are a community of teachers and learners; attendance is mandatory in order to create and maintain a collaborative atmosphere. Absences and excessive tardiness will affect your grade.

### **Assignment Submission Policy**

Assignments are expected to be submitted on the required due date. Late assignments will not be accepted. However, when an extenuating circumstance makes submission of work impossible, the student should consult the instructor as soon as possible to make special arrangements.

**Assignments:**

All assignments should use 12 point, Times New Roman font, 1 inch margins, and be single spaced unless otherwise instructed.

**1. CA Unit Overview: Due Session 4**

Unit overview, including standards, standards breakdown, essential concepts, learning goals, and 8 objectives

**2. Assessment: Due Session 5**

The diagnostic assessment, which also functions as the summative assessment, is given in order to collect baseline student data to better understand the extent to which students are knowledgeable of the upcoming unit content. The summative assessment is then given at the end of the unit. Comparison of the diagnostic and summative assessment enables candidates to gage their “value add”.

**3. Unit Lesson Plans: Due Session 6**

Each lesson (8 total) should include the following:

- MCNY lesson plan template modified for inclusion
- 6 lessons: *Literacy, Math, or Social Studies (choose one subject area)*
- 2 lessons: *Science, and Art*

**4. Reflective Journal: The reflective journal is divided into two parts.****a. Part I Pre-Lesson: Due Session 8**

For lessons 1-8 address the following question:

- *Why did you select the specific instructional, curricular, and/or behavioral strategies for your students, particularly your group characteristics?*

**b. Part II Post-Lesson: Due Session 11**

For lessons 1-10 address the following questions. These questions should be answered immediately after each lesson.

- *Did students meet the instructional objective? How do you know this?*
- *If students met the instructional objective, what instructional and/or curricular strategies did you use that set them up for this success?*
- *Look at your student work samples. What errors are students making? (Note: “I will re-teach the content” will not be considered a sufficient reflection.)*
- *Address errors that students are making: If students did not meet the instructional objective, what do you need to do differently to support them tomorrow?*

**5. Excel Tracking Document: Due Session 11**

The Excel Tracker will enable candidates to maintain a record of progress, make adjustments in instructional practice as appropriate.

**6. Constructive Action Document: Due Session 15**

See below for a description.

**Course Schedule**

<b>Date</b>	<b>Class Session Topic</b>	
<b>Session 1</b> Week of January 7 <sup>th</sup>	Introduction to Purpose 3 and Student Teaching Expectations	
<b>Session 2</b> Week of January 14 <sup>th</sup>	Contextual Factors and Implications for Instruction	
<b>Session 3</b> Week of January 21 <sup>st</sup>	Learning Goals (Unit Overview)	
<b>Session 4</b> Week of January 28 <sup>th</sup>	Assessment <b>Unit Overview due TODAY</b>	
<b>Session 5</b> Week of February 4 <sup>th</sup>	Design for Instruction and Lesson Planning <b>Diagnostic and Summative Assessments due TODAY</b>	<i>Administer Diagnostic Assessments</i>
<b>Session 6</b> Week of February 11 <sup>th</sup>	Design for Instruction and Lesson Planning – continued <b>Lesson Plans (10 lessons) due TODAY</b>	<i>Begin teaching CA Unit</i> <b>OBSERVATION #1</b>
<b>Session 7</b> Week of February 18 <sup>th</sup>	Daily Data Driven Instruction (Part I)	<i>Continue teaching CA Unit</i> <b>OBSERVATION #2</b>
<b>Session 8</b> Week of February 25 <sup>th</sup>	Daily Data Driven Instruction (Part II) <b>Reflective Journal (Part I): Pre-Lesson Reflections due TODAY (8 Lessons)</b>	<i>Continue teaching CA Unit</i> <b>OBSERVATION #3</b>
<b>Session 9</b> Week of March 4 <sup>th</sup>	Instructional Decision-Making	<i>Finish teaching CA Unit</i> <i>Administer Summative Assessments</i>
<b>Session 10</b> Week of March 11 <sup>th</sup>	Pre-Unit Analysis of Student Learning	
<b>Session 11</b> Week of March 18 <sup>th</sup>	Post Unit Analysis of Student Learning <b>Reflective Journal (Part II): Post Lesson Reflections due TODAY (10 Lessons)</b>	
<b>Session 12</b> Week of March 25 <sup>th</sup>	Reflection	
<b>Session 13</b> Week of April 1 <sup>st</sup>	Individual CA Conferences	
<b>Session 14</b> Week of April 8 <sup>th</sup>	Finalizing and Formatting the CA	

<b>Session 15</b> Week of April 15 <sup>th</sup>	Preparing for the Instructional Road Ahead: Challenging “Normalcy” <b>CONSTRUCTIVE ACTION DOCUMENT due TODAY</b>
--	---

### THE PURPOSE 3 CONSTRUCTIVE ACTION DOCUMENT

*Note: Constructive Action should use 12 point, Times New Roman font, 1 inch margins, and be double spaced (with the exception of graphs and lesson plans).*

#### **Part I: Contextual Factors**

TWS Standard: *The teacher uses information about the student individual differences to set learning goals and plan instruction and assessment.*

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

#### **1. Knowledge of the School, Classroom, and Family**

- a. School-wide Characteristics and Programs:** Describe the characteristics of the school and specific programs that are related to your classroom. Consider discussing the following:
  - Proportions of ethnic groups and recent immigrants
  - Proportions of students who are eligible for free lunch
  - Average classroom size
  - Curriculum
  - Testing programs and schedule
  - School wide Programs (alliances with outside agencies etc.)
- b. Classroom Environment:** Describe how the classroom environment supports or constrains learning and teaching:
  - Room Arrangement
  - Display of student’s work
  - Typical daily schedule
  - 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 ct teaching
  - Describe classroom setting and routines affected and shaped by the lessons
  - Describe examples of teacher-centered/student-centered lessons
- c. Students and Families:** Objectively describe children and families:
  - Range of children and family’s strengths
  - How these differences may affect learning and teaching
  - Ratio of boy/girls

- Cultural and linguistic diversity
  - 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
2. **Knowledge of Characteristics of Students:** Describe similarities and differences, strengths and areas for growth in the group as a whole.
- Abilities/Disabilities of students
  - Identify individual students with special needs, IEP's, ELL's-language and levels
  - Services children are receiving
  - Behavior
3. **Knowledge of Students' Varied Approaches to Learning:** Describe the different ways you have observed students learn.
- Learning Styles
  - Learning Modalities
4. **Knowledge of Study Group Students' Skills and Prior Knowledge**
- Describe each of the three (3) study group students' strengths and areas for growth specifying initial skill levels in reading, writing and math, to establish a baseline that you will refer to at the close of the semester. This initial data will be used in the Pre-Post Group Summary table in Part VI.
    - 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.
    - Organize the whole class data by group characteristic (see #5 below). Any remaining students who do not fall within a group characteristic should be listed at the end.
  - In conversations with your cooperating teacher, describe students' level of prior knowledge needed in order to teach your instructional unit.
5. **Student Characteristics of Study Group:** In addition to the group, "students with IEPs" select **two additional** "group characteristics" to focus on. You are not limited to, but may consider any of following "group characteristics":
- English Language Learners
  - ADHD

6. **Implications for Instructional Planning and Assessment:** Describe how your observations of the family, school, classroom, and students may have implications for your own planning of instruction. (Conclusions in this section should appear in your lesson plans, implementation logs and reflections.)
- Include specific instructional implications for each group characteristic and any other factors that will influence how you plan and implement your unit.
  - Document your plans with at least two examples from the classroom, outside references and texts from the Seminar and other courses.
7. **ELA lesson:** *Instructions + rubric will be handed out in class.*

Suggested page length: 4-5 pages, including chart

### Part II: Learning Goals

TWS Standard: *The teacher sets varied and appropriate learning goals.*

Task: Based on the identified contextual factors and conversations with your cooperating teacher, describe the learning goals for your students.

1. **Significance, Challenge, and Variety:** List all learning goals you will set for this instructional unit.
  - Primary Academic Goals
    - Academic goals for the unit (Hint: for an 8 day unit, you will likely have 2-3 learning goals)
      - Include 8 daily objectives
2. **Clarity:** Each lesson objective follows the following format:
  - SW (insert thinking skill)
3. **Appropriateness for Students:** Provide a rationale as to why each goal is appropriate for the development, pre-requisite knowledge, skills, and other student needs. Rationale should include specific references to the following contextual factors:
  - Reading, writing and/or math data collected
  - Behavior
  - Pre-requisite knowledge
  - Any other contextual factors you deem necessary to discuss
4. **Alignment with National, State, or Local Standards:** Provide a rationale as to why your objectives incrementally lead your students to achieving the learning goals and ultimately the standards.

**HINT:** Your 8 day unit should follow this structure<sup>1</sup>:

**Standard 1:**

Learning Goal A:  
     Objective 1  
     Objective 2  
     Objective 3  
 Learning Goal B:

<sup>1</sup> Teach For America (2010). *Instructional Planning & Delivery*. Retrieved February 25, 2011 from: [http://teachingasleadership.org/sites/default/files/Related-Readings/IPD\\_2010\\_FINAL.pdf](http://teachingasleadership.org/sites/default/files/Related-Readings/IPD_2010_FINAL.pdf)

Suggested page length: 2-3 pages

### **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 an assessment plan 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.

1. **Alignment with Learning Goals and Instruction:** Goals are comprehensively assessed throughout the instructional unit.
  - Organize assessments per lesson. Organize lessons per learning goal (refer to Assessment Plan graphic organizer that will be handed out in class).
  - List and describe *all* formal assessments used (including diagnostic and summative assessment).
2. **Clarity of Criteria and Standards for Performance:** Assessment criteria are clear and linked to goals.
  - 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. **Multiple Modes and Approaches:** The assessment plan includes multiple, developmentally appropriate assessment modes.
  - List and describe *all* informal assessments used within each lesson. Consider discussing the following:
    - Questioning
    - Grouping strategies
    - Physical signals (i.e. “thumbs up”)
    - Walking around to monitor work
4. **Technical Soundness:** Assessments are clearly valid.
  - Include a rationale as to why you believe each assessment enables you to accurately assess the objective.
  - Any prompts, directions, procedures are written on each formal assessment.
5. **Adaptations or Modifications Based on Individual Student Needs**
  - Describe all adaptations or modifications made to formal assessments. If no adaptations or modifications were made to the formal assessment, indicate with “n/a”.

Suggested page length: 3-4 pages, including chart

**Part IV: Design for Instruction**

TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Task: The candidate will design, implement and reflect on the effectiveness of **ten** lessons during student teaching. **All lessons should follow the lesson plan modified for inclusion format.**

1. **Alignment with Learning Goals:** All ten lessons are explicitly linked to goals connected across the curriculum. All learning activities, assignments and resources are aligned with the goals.
  - Organize all MCNY lesson plans by learning goal. Each MCNY lesson plan should include:
    - Materials and Technology
    - Pre-Assessment
    - Content-Specific Standards
    - Objective
    - Introduction/Motivation
    - Activities/Steps
    - Closure
    - Assessment
    - Diversity of students
    - Differentiation
    - Connections Across Curriculum
    - Lesson Plan Language, Grammar, Punctuation, Spelling
2. **Accurate representation of the content:** Candidate demonstrates in-depth knowledge of concepts and theories of the discipline. Content is also aligned with NYS standards.
  - All lessons are standards based.
  - “Teacher explanation” in each section of each lesson plan is:
    - Student friendly
    - Grade level appropriate
    - Connected to student prior knowledge
    - Detailed
3. **Lesson and Unit Structure:** Lesson sequencing moves students towards higher levels of learning (also refer to Assessment Plan, Section 4)
  - Lessons are aligned to learning goals.
  - Lesson objectives move up Bloom’s Taxonomy.
  - Lesson objective, formal assessment, and instructional activities are aligned
4. **Use of Variety of Instruction, Activities, Assignments, and Resources:** Variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
5. **Use of Contextual Factors and Data to Select Appropriate and Relevant Activities, Assignments, and Resources:** All instruction has been 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 assessment data justifies starting point of unit.
  - “Teacher explanation” in introduction taps into prior knowledge
  - Grouping strategies based on student needs
  - Varied types of questions
6. **Use of Technology:** Demonstrates use of technology that contributes to student learning:
- Each lesson should use *at least* two of the following:
    - Smartboard
    - PowerPoint
    - Excel
    - Word Processor
    - Internet (i.e. instructional videos)
    - Teacher websites
  - For each technology identified, provide a rationale for including. This rationale should establish:
    - Compelling reason for why this type of technology is used in the lesson
    - How the technology contributes to student learning.

Suggested page length: 1-2 pages, not including 8 lesson plans

### **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.

#### **Base this section on two videotaped lessons**

1. **Sound Professional Practice:** 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. **Modifications Based on Analysis of Student Learning:** 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. **Congruence between modifications and the learning goal:** Describe the outcome of the modifications made to instruction. How did these modifications enable the student(s) to stay on track to meeting the lesson objective? OR If the modifications did not make a difference, what would you have done differently?

Suggested page 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 formal and informal pre/post assessments and any formative 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 the "Reflection and Self-Evaluation" section.

1. **Clarity and accuracy of presentation:** See CA checklist.
2. **Alignment with learning goals:** Provide a comprehensive profile of student learning for the whole group, "group characteristics", and two individual students. Include a paragraph description of their overall performance.
3. **Interpretation of data:** Draw conclusions based on the data. Consider addressing the following questions:
  - Based on the data, could you have challenged your students with more rigorous work? If you could go back and reteach the unit, what would you do to proactively address that? Use student work to support this.
  - Were there any skills/knowledge the whole class/"group characteristics" struggled with? If you could go back and reteach 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: Reflection 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.

1. **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? 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. **Insights on effective instruction and assessment:** Identify successful and unsuccessful activities and assessments and provide rationale for their success or lack thereof.
  3. **Alignment among goals, instruction and assessment:** Connect learning goals, instruction and assessments results.
  4. **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

**Teacher Work Sample/Constructive Action Project Rubric**

Candidate \_\_\_\_\_

Semester \_\_\_\_\_

Faculty \_\_\_\_\_

Date \_\_\_\_\_

Note: The following rubric is adapted from Teacher Work Sample of the *Renaissance Partnership for Improving Teacher Candidate Quality* (June 2002). It is used for ACEI Program Report Assessment #5 (Candidate Effect on Student Learning) and CEC Program Report Assessment #5.

**Part I. Contextual Factors: The Teaching-Learning Environment: (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
<b>Knowledge of Community, School and Classroom Factors (ACEI 3.1, CEC 1)</b>	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.	
<b>Knowledge of Characteristics of Students (ACEI 3.1, CEC 1)</b>	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student difference (e.g., development, interests, culture and linguistic diversity abilities, individuals with	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	

	exceptionalities).es			diversity abilities, individuals with exceptionalities).	
<b>Knowledge of Students' Varied Approaches to Learning (ACEI 3.2, CEC 1)</b>	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.	
<b>Knowledge of Students' Skills And Prior Learning (ACEI 1, CEC 1)</b>	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.	
<b>Implications for Instructional Planning and Assessment (ACEI 3.1, CEC 4)</b>	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 – Identifying Learning Goals and 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
<b>Significance, Challenge and Variety</b> (ACEI 3.1, CEC 4)	Goals reflect only one type or level of learning and are neither significant or 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.	
<b>Clarity</b> (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.	<b>All</b> of the goals are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria.	
<b>Appropriateness For Students</b> (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.	<b>All</b> goals are appropriate for the development, pre-requisite knowledge, skills, experiences, and student exceptionality.	
<b>Alignment with National, State or Local Standards</b> (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 Plans:** (*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
<b>Alignment with Learning Goals and Instruction (ACEI 4, CEC 5)</b>	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.	
<b>Clarity of Criteria and Standards for Performance (ACEI 4, CEC 5)</b>	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.	
<b>Multiple Modes and Approaches (ACEI 4, CEC 5)</b>	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.).	
<b>Technical Soundness (ACEI 4, CEC 5)</b>	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.	
<b>Adaptations Based on the Individual Needs of</b>	Teacher candidate does not adapt assessments to meet the individual needs	Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs	Teacher candidate makes satisfactory adaptations to assessments that are appropriate to	Teacher candidate makes comprehensive adaptations to assessments that	

<b>Students (ACEI 3.2, CEC 4)</b>	of students or these assessments are inappropriate.	of some students including those with exceptionalities.	meet the individual needs of most students including those with exceptionalities.	are appropriate to meet the individual needs of all students including those with exceptionalities.	
-----------------------------------	---	---	---	---	--

**Part IV – Designs for Instruction (i.e. Lesson Planning):** *(The Teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.)*

<b>Rating → Indicator</b>	<b>1 Below Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Exceeding Proficiency</b>	<b>Score</b>
<b>Alignment with Learning Goals (ACEI 3.1, CEC 4)</b>	Few lessons, including resources and learning activities, are explicitly linked to goals.	Most lessons, including resources and learning activities, are somewhat linked to the curricular goals.	All lessons, including resources and learning activities, are satisfactorily linked to the curricular goals.	All lessons, including resources and learning activities, are explicitly linked to the curricular goals.	
<b>Accurate Representation of Content (ACEI 2.1 – 2.6, CEC 3)</b>	Teacher candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher candidate's use of content appears to be mostly accurate. Shows some alignment with NYS or NYC standards.	Teacher candidate's use of content appears to be accurate. Focus of the content is congruent with the NYC or NYS learning standards.	Teacher candidate demonstrates in-depth knowledge of concepts and theories of the discipline and content is aligned with NYC or NYS learning standards	
<b>Lesson and Unit Structure (ACEI 3.1, CEC 4)</b>	The lessons within the unit are not logically organized (e.g., sequenced) and fail to enhance problem-solving, and performance skills of all students including students with exceptionalities.	The lessons enhance critical thinking, problem-solving, and performance skills of all students including students with exceptionalities but this is limited.	All lessons somewhat enhance critical thinking, problem-solving, and performance skills of all students including students with exceptionalities.	All lessons within the unit are logically organized and clearly enable students, including students with exceptionalities, to develop critical thinking, problem-solving, and performance skills.	

<b>Use of a Variety of Instruction, Activities, Assignments and Resources (ACEI 3.2, CEC 4)</b>	<i>No</i> variety of instruction, activities, assignments, and resources. Does not appear to contribute to learning.	Little variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Some variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources (ACEI 3.3, CEC 4)</b>	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	All instruction has been designed with reference to contextual factors and pre-assessment data. All activities and assignments appear productive and appropriate for each student.	
<b>Use of Technology including assistive technology (ACEI 3.5, CEC 4)</b>	Technology is inappropriately used or teacher candidate does not use technology and/or assistive technology.	Teacher candidate uses some technology and/or assistive technology but it does not make a significant contribution to learning.	Teacher candidate integrates appropriate technology and assistive technology that makes a contribution to learning.	Teacher candidate demonstrates exemplary use of technology and assistive technology that enhances learning.	

\* 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**

<b>Rating → Indicator</b>	<b>1 Below Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Exceeding Proficiency</b>	<b>Score</b>
<b>Sound Professional Practice (ACEI 5.1, CEC 6)</b>	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.	
<b>Modifications Based on Analysis of Student Learning (ACEI 4, CEC 4)</b>	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.	
<b>Congruence Between Modifications and Learning Goals (ACEI 3.2, CEC 4)</b>	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**

<b>Rating → Indicator</b>	<b>1 Below Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Exceeding Proficiency</b>	<b>Score</b>
<b>Clarity and Accuracy of Presentation (ACEI 4, CEC 5)</b>	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.	
<b>Alignment with Learning Goals (ACEI 3.1, CEC 5)</b>	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.	
<b>Interpretation of Data (ACEI 4, CEC 5)</b>	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.	
<b>Evidence of Impact on Student Learning (ACEI 4, CEC 5)</b>	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.	

**Part VII – Reflection 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
<b>Interpretation of Student Learning</b> (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.	
<b>Insights on Effective Instruction and Assessment</b> (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.	
<b>Alignment Among Goals, Instruction and Assessment</b> (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><b>Implications for Future Teaching (ACEI 5.1, CEC 6)</b></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>	
--	---	---	---	---	--

**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
<b>1. Materials and Technology including Assistive Technology, if applicable. (ACEI 3.1) (CEC 4)</b>	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.	
<b>2. Pre-assessment including brief summary of Study Group (ACEI 4) (CEC 5)</b>	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.	
<b>3. Content-Specific Standard(s) (ACEI 2.1- 2.6*) (CEC 3)</b>	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.		
<b>4. Objectives (ACEI 3.1) (CEC 4)</b>	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.	
<b>5. Introduction/ Motivation (ACEI 3.4) (CEC 2)</b>	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.	
<b>6. Activities/Steps (ACEI 3.1) (CEC 4)</b>	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.	
<b>7. Closure (ACEI 3.1) (CEC 4)</b>	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.	
<b>8. Assessment including formative/summative assessments for Whole Group and Study Group (ACEI 4) (CEC 5)</b>	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	
<b>9. Cultural diversity integrated into lesson for ELLs (ACEI 3.2) (CEC 4)</b>	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.	
<b>10 Differentiation (ACEI 3.2) (CEC 4)</b>	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.	
<b>11. Connections across Curriculum (ACEI 3.1) (CEC 4)</b>	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.	

<b>12. Lesson Plan Language, Grammar, Punctuation, Spelling</b>	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.	
<b>13. Citation of Sources</b>	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
<b>1. Materials and Technology including Assistive Technology, if applicable.</b>	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.	
<b>2. Introduction/Motivation ACEI 3.4 CEC 2</b>	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.	
<b>3. Developmental Activities and Steps ACEI 3.1 CEC 3</b>	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	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	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	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	

	never based on 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.	skills. Time-management and transitions were somewhat effective. Directions delivered were somewhat clear, so that some students did not know what to do.	time the 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.	diversity, when applicable. Time management and transitions were especially effective.	
<b>4. Closure</b> ACEI 3.1 CEC 3	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..	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..	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..	The closure was effective reemphasized the lesson objective, and/or final check for understanding, and/or preview of the next day's lesson..	
<b>5.Environment for Learning</b> ACEI 3.4 CEC 5	The candidate did not help students to maintain appropriate behavior or stimulate their interest and attention throughout the lesson.	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.	The candidate employed some strategies throughout the lesson to maintain appropriate behavior while stimulating students' interest.	The candidate employed a variety of strategies throughout the lesson to maintain appropriate behavior while stimulating students' interest	
<b>6.Communication</b> ACEI 3.4	Candidate did not speak clearly and/or made many grammatical errors during the lesson.	Candidate spoke clearly but made some grammatical errors and/or the tone or volume of voice was not sufficient to promote student learning.	Candidate spoke clearly, made no grammatical errors, and maintained eye contact with the learners throughout most of the lesson.	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.	

**\* 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.

\_\_\_ **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 Delivery of the Planned Lesson****Strengths:****Recommendations:**

## SKILLS

### **Inclusion: Teaching Strategies and Classroom Management - EDU 531**

**Professor Dana Gathers**

**Room 1231**

**212.343.1234 x2406**

**[dgathers@mcny.edu](mailto:dgathers@mcny.edu)**

### **COURSE OVERVIEW**

This course meets the criteria for ACEI Standard: 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; and Standard 4. 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. It also meets CEC Standard: 1 -- Learner Development and Individual learning Differences; Standard 2 -- Learning Environments; and Standard 7 -- Collaboration.

This course provides an overview of the federal mandates and New York State regulations related to the education of students with disabilities. Changing attitudes and philosophies toward disability and inclusion will be evaluated in the context of service delivery models and their implications for the attitudes and skills that the regular education teacher must develop. Definitions of the categories of exceptionality and characteristics of persons with high incidence and low incidence disabilities are introduced. Instructional and curricular strategies for culturally and linguistically diverse students are also discussed. Strategies and adaptations are implemented and evaluated through the Constructive Action Project implemented in Purpose 3.

### **OBJECTIVES**

In this course you are expected to:

1. *State the major provisions of current federal and state mandates with respect Special Education;*
2. *Examine your personal beliefs about teaching children with special needs in regular classroom settings;*
3. *Show how changing philosophies resulted in changed policies and practices;*
4. *Discuss pre-referral data collection and interventions via Child Study or Intervention Teams;*
5. *Identify and analyze the multiple influences which may affect all learners, including those with disabilities (e.g. , self-esteem and motivation, gender, ethnic/cultural, socioeconomic*

*and linguistic background), and relate these to the referral, assessment and special education processes;*

6. *State defining and general characteristics, etiologies, and education implications associated with high incidence and low incidence disabilities including the gifted and talented and students with Section 504 adaptations.*
7. *Evaluate and choose instructional strategies and curriculum modifications for students with various abilities, learning needs and styles.*

### **Required Readings:**

Mastropieri, M. & Scruggs, T. (2009). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, New Jersey: Pearson Education. ISBN: 9780135001707

### **Suggested Readings:**

Blachman, Benita A., Ball, Eileen W., & Tangel, Darlene M. (2000). *Road to the Code: A Phonological Awareness Program for Children*. Brookes Publishing

Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco: Jossey-Bass.

Ganske, Kathy (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. The Guilford Press

Hollins, E. (1996). *Culture in school learning* (2<sup>nd</sup> ed.). New York: Routledge.

Sally, Shaywitz (2000). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*.

***Additional readings will be assigned during class sessions or posted on Moodle.***

### **ASSESSMENT**

Attendance and Participation	15 points
Reflective Journal/Teaching Philosophy	30 points
Assistive Technology Research Project	75 points
Chapter Presentation	80 points
<hr/>	
Total Points	200 points possible

### **Class Attendance and Participation Policy**

Throughout the semester you will be expected to participate in class as demonstrated through various activities. These activities include but are not limited to readings, class discussions, group and independent activities. We are a community of teachers and learners; attendance is mandatory in order to create and maintain a collaborative atmosphere. Absences and excessive tardiness will affect your grade.

**Assignment Submission Policy**

Assignments are expected to be submitted on the required due date. Points will be deducted for late submission of assignments. However, when an extenuating circumstance makes submission of work impossible, the student should consult the instructor as soon as possible to make special arrangements.

**ASSIGNMENTS****Reflective Journal:**

Students will maintain a reflection journal throughout the course. This journal will focus on examining various teaching and learning experiences through the integration of course readings and activities, collaborative learning projects and experiences with students with exceptionalities.

**Teaching Philosophy:**

Students will build on their entries outlined in the reflective journal to construct a self-reflective teaching statement emphasizing personal beliefs about the art of teaching and learning in the special education classroom.

**Assistive Technology Research Project:**

CEC Standard 7 Collaboration emphasizes the importance of creating a collaborative environment that addresses the diverse needs of individuals with exceptionalities. For this assignment, students will collaborate to create an *Assistive Technology Resource Guide*. This collaborative assignment will focus on exploring assistive technology aides appropriate for a specific population of students with special needs as well as instructional and/or behavioral strategies that can be implemented in the classroom setting. This collaborative project must include the following criteria.

- Describe the Disability
- Identify an Assistive Technology Aid
- Develop **5** Specific Instructional or Behavioral Strategies for the Assistive Technology Aid

**Chapter Presentation:** 

Students will work in cooperative groups each of which will be assigned a chapter from *The Inclusive Classroom: Strategies for Effective Instruction* class text.

The cooperative group will:

- Develop a 45-50 minute presentation on the **entire** chapter's content.
- Incorporate **three** scholarly articles into presentation, which support information outlined in the chapter.

Examples of academic journals include but are not limited to:

*Journal of Emotional and Behavioral Disorders*

*Journal of Special Education*

*Urban Education*

- Facilitate a class discussion based on the chapter and content of scholarly articles.
- Identify and adapt an assessment tool.

Course Schedule

<b>Date</b>	<b>Class Session Topic</b>
<b>Session 1</b>	Introduction to Inclusive Teaching and Collaboration <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Introduction to Inclusive Teaching (Ch.1), Collaboration: Partnerships and Procedures (Ch.2)
<b>Session 2</b>	Effective Differentiated Instruction for All Students <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Teaching Students with Higher-Incidence Disabilities (Ch.3), Teaching Students with Lower-Incidence Disabilities (Ch.4)
<b>Session 3</b>	Assessment: The Foundation for Exceptional Instruction <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Assessment (Ch.12)
<b>Session 4</b>	Chapter Presentation <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Promoting Inclusion with Classroom Peers (Ch.8)
<b>Session 5</b>	Chapter Presentation <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Improving Attention and Memory (Ch.10)
<b>Session 6</b>	Inclusive Literacy Practices <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Literacy (Ch. 13)
<b>Session 7</b>	Chapter Presentation <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Teaching Study Skills (Ch.11)
<b>Session 8</b>	Chapter Presentation <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Enhancing Motivation and Affect (Ch.9)
<b>Session 9</b>	Inclusive Mathematics Practices <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Mathematics (Ch.14)
<b>Session 10</b>	Improving Classroom Behavior and Study Skills <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Improving Classroom Behavior and Study Skills (Ch.7) <b>REFLECTIVE JOURNAL DUE TODAY</b>
<b>Session 11</b>	Inclusive Science Practices <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Inclusive Science and Social Studies (Ch.15 – p.361-375)
<b>Session 12</b>	Inclusive Social Studies Practices <b><u>Preparation for Next Class Session</u></b> Reading Assignment: Inclusive Social Studies Practices (Ch.15 – p.376-389)
<b>Session 13</b>	Inclusion and Contemporary Literacies <b>RESEARCH PROJECT DUE TODAY</b>

<b>Session 14</b>	Inclusion and 21 <sup>st</sup> Century Teaching and Learning
<b>Session 15</b>	Finale <b>TEACHING PHILOSOPHY DUE TODAY</b>

## SELF AND OTHERS

### Exploring Cultural Diversity through the Arts EDU 530 SEL

Dr. Lynda Kennedy

Room 1227

917.297.1816

[Lkennedy@metropolitan.edu](mailto:Lkennedy@metropolitan.edu)

#### Overview

Understanding that words, music, dance and the visual arts are profound expressions of humanity's most essential experiences, an expanded and deepened appreciation of the arts becomes the backdrop for the creation of curricula in aesthetic education for children. As prospective teachers you will explore, investigate, digest and develop a closer understanding of the role the arts play in your work. Through reflection narratives, creative group work, assigned readings, and community fieldwork, you will explore the meaning of cultural diversity and revisit/create/redefine strategies for your own arts-based curriculum integration. Exploration of different ways of knowing and feeling together with an understanding of the ways in which the arts clarify and enhance the academic curriculum, lead to opportunities for creativity, problem solving and critical thinking for you and your students.

#### Objectives

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

1. *Develop a familiarity, comfort and confidence with arts integration through hands-on experiences that illustrate direct connection to teaching a diverse student population.*
2. *Explore and dispel myths about arts integration.*
3. *Reflect and explore teaching philosophy and personal ideas about art experiences and art-making, diversity and classroom community.*
4. *Analyze and obtain exposure to arts in education resources.*
5. *Create curriculum materials in the arts reflective of diversity in cultures, traditions, backgrounds and learning abilities.*
6. *Become familiar and comfortable with community resources that will enable students to gain greater access to the arts.*

**\*\*\*This is not a class for learning to be an art teacher- this is using the arts as a tool for differentiation and as an avenue for cultural exploration.**

## Course Assessment

Your grade is consists of quality and consistency in the following:

Attendance & Classroom participation\* 20%

Comportment, collegiality and collaboration\* 10%

Assignments: Timely submission and quality of written work in hard copy- **in class** 30%  
(Each homework assignment is worth 2 pts. Late work will lead to points taken off cumulative grade. Late work includes work emailed to me instead of handed in and work emailed to me when you are absent that I don't receive before the end of class.)

Arts Diversity Project (see rubric and extra criteria) 40%

*\*Participation* includes promptness and attendance, class preparation and discussion participation. *Comportment* includes being respectful to your colleagues in class. The use of cell phones, computers or other technology to text, surf, speak or email during class will be noted and result in reduced points for participation *and* comportment.

## Attendance

Students are encouraged to attend every class. Points will be deducted from final participation score after first absence. (5 points will be deducted for 2<sup>nd</sup> absence, 10 points for each following absence. A one page reflection on missed class readings in addition to the work due will act as 'make-up' work for 2<sup>nd</sup> absence and reduce penalty for 3<sup>rd</sup> absence to 5 points.) **Students who are consistently late will have points deducted from their participation score.**

## Course Expectations:

I expect you to be as good a student for me and as good classmates for your colleagues as you want the students in your class to be when you are teaching. At the Masters level and for people who want to be in education I shouldn't have to remind you of any of the following, but just to have it in writing:

- *Work Quality:* The work you present and submit will be the best work you can do and it should be your work. Learn when/how to cite if you still don't know how! MCNY has support in the form of the writing center and also the software *Turn-it-In* which you can use to check if you are unintentionally co-opting someone's intellectual property.
- *Classroom Demeanor:* You will bring your best and open self; Engagement and commitment to all facets of this class.
- *Class Ownership:* Accountability and responsibility for investment, contribution and success
- *Communication:* Clear and open communication of challenges and areas of need: Professor unable to read minds – keep me in your loop ☺
- **Written work should be double spaced, 12 pt Times New Roman font with one inch margins. Citations must be made correctly in written assignments. Please use APA style. Work not in this format will not be accepted.**

**Assignments**

- *Reflections* are to be typed in Times New Roman 12 point font, double spaced with one inch margins and no more than 2 pages long. Appropriate citations from course readings are noted and appreciated.
- *Lesson plans* should follow the MCNY outline given **and MUST include appropriate citations from course readings in the area where you discuss how you have differentiated for your students. Lesson turned in without this will not be accepted. With the exception of the “bubble lesson” these lessons should also be part of your cultural study showing how you would integrate the art form into a lesson from a unit on the culture you have chosen to explore.**
- *The final project* should follow the outline and rubric given and should be typed in Times New Roman 12 point font, double spaced with one inch margins.
- *Requests for art pieces (pictures, music etc.)* are for you to explore what excites you! Bring in pieces that make you think/laugh/cry/want to create!
- Everyone will be responsible for one *warm up*. **Your warm up activity should come from the class text and you should be able to tell us where to find it.**

**Required Reading:**

- Cornett, Claudia E. (2010). *Creating Meaning Through Literature and the Arts. 5<sup>th</sup> Edition.* Allyn and Bacon. ISBN: 9780131381421
- Other handouts provided by instructor

**Class Sessions**

1.	<p><b><u>Introductions</u></b>                  Mindfulness, Introductions and Group Expectations                  How can the Arts support our teaching?                  Review of unit planning, lesson writing, backward design and arts integration.</p>
2.	<p><b>Creating a Respectful, Inclusive Creative Classroom</b>                  Avoiding Stereotypes                  Exploration of Multiple Intelligences/learning styles</p> <p><b>Reading:</b> Chapter 1</p> <p><b>DUE:</b>  <u>Activity:</u> Set up a voicethread account and try the “practice voicethread” link from Moodle. If you encounter any issues, take specific note so we can solve the problem by the time of the virtual class.</p>

	<p><u>Activity:</u> Take the syllabus quiz at the link that will be emailed to you right after class #1.</p>
3.	<p><b><u>Exploring the Blueprints for the Arts Elements of Arts Integration</u></b></p> <p><b>Reading:</b> Chapters 2 &amp; 3 AND Appendix B</p> <p><b>Due:</b>  <u>Reflection</u> -Define diversity. Has your definition of diversity been shaped over time or has it remained the same? Illustrate that evolution. How have you been affected by diversity issues? In your schooling? In your life? What “aha” moments have you experienced in thinking/considering diversity? How has/will knowledge of diversity shape your teaching philosophy? What if any role to you see for the arts in supporting diverse learners?</p> <p><u>Explore</u> the Blueprints for Teaching in Learning in the Arts –  <a href="http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html">http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html</a>  Take note of the curriculum for each art area, the resources for teachers section and the Arts and Cultural Education Services Guide.</p>
4.	<p><b>Arts-work as a Tool for Differentiated Assessment</b>  <i>Also:</i> working with a teaching artist</p> <p><b>Reading:</b> Appendix C and Appendix D</p> <p><b><u>DUE: Reflection- How can one assess an artistic/creative endeavor? How can the arts allow you to assess for student content attainment in other subject areas?</u></b></p> <p><b><u>When you were a child did any adult make you feel badly about your own artistic or creative abilities? What can you take from that experience into your own teaching?</u></b></p>
5.	<p><b>Incorporating Visual Arts <i>ONLINE CLASS</i></b>  The three <i>i</i>'s: Inventory, Investigate, Interpret</p> <p><b>Reading:</b> Chapter 6 (Lesson ideas in chapter 7)</p> <p><b>ON WEDNESDAY by end of class time:</b></p> <ul style="list-style-type: none"> <li>• <u>Take Part</u> in the Voice thread discussion for the Voicethread sent to you in your email.</li> <li>• <u>Use</u> in an image you would use with your students as part of a cultural study and <i>use the lesson outline to incorporate it into an integrated lesson that supports your cultural study unit.</i> Upload it to the forum on this week's Moodle as a “discussion” for others to comment on. Each of you should start your own “discussion” within the forum to upload your lesson.</li> </ul> <p><b>BY FRIDAY:</b> Comment on the lessons your colleagues have uploaded into the forum. In</p>

	<p>addition to keeping in mind the lesson rubric for feedback, make use of terms, ideas and theories from the course book to discuss. Meaningful integration of each other's comments is appreciated and noted for extra credit.</p>
6.	<p><b>NYC as a Resource</b></p> <p>How well do we know the cultural pockets and resources in our community?</p> <p><b>Class Field Trip to NYPL</b></p>
7.	<p><b><u>Using Cultural Resources- Field Trips Real and Virtual</u></b> An exploration of what's out there- and how to use it if you can't get a bus...</p> <p><b>DUE:</b> Use "Virtual Field Trip" sheet and explore a museum or other cultural institution online that you could use as part of your cultural study unit- be prepared to share. Sheets will be collected so type in the information for all questions.</p>
8.	<p><b>Integrating &amp; Exploring Music.</b></p> <p><b>Reading:</b> Chapter 12 (lesson ideas in chapter 13)</p> <p><b>DUE:</b> <u>Bring</u> in a piece of music, a sound or an instrument that inspires you and which you would want to share with your students as part of a cultural study. <i>Use the lesson outline to incorporate it into an integrated lesson that supports your cultural study unit.</i></p>
9.	<p><b><u>Storytelling: The Power of Stories as a Teaching Tool</u></b> Stories, storytelling, and bookmaking</p> <p><b>Reading:</b> Chapter 4 (lesson ideas in chapter 5): Storytelling's Special Relationship with Drama page, pgs. 267 - 273</p> <p><b>DUE:</b> <u>Create</u> your own story <u>or adapt</u> an existing story for a lesson you are going to teach as part of your cultural study unit and bring it to class <i>along with the lesson plan incorporating it.</i></p>
10.	<p><b><u>Moving Spaces: Drama, dance, movement in your learning space</u></b></p> <p><b>Reading:</b> Chapters 8 &amp; 10 (lesson ideas in chapters 9 &amp; 11)</p> <p><b>DUE:</b> <u>Perform!</u> Using elements of drama and/or dance, perform your story from last week for us (we will be in role as your students). Use whatever props/music/costumes/instruments you need to make your story come to life. Use us in whatever way you would have your</p>

	students participate. (This “performance” does not have to relate to the lesson you created with your story last week- or even anything you would ever think you would do in a real class. Play, experiment, be free!)
11.	<p><b>The world in front of you: Architecture, Urban Design and the Built Environment</b></p> <p><b>Reading:</b> Handout</p> <p><b>DUE: <u>Reflection</u></b>- Describe the neighborhood the school is in. What opportunities for integration into a cultural study do you see in the school community? (Interesting architecture, restaurants, museums, arts centers, street names, parks, etc.)</p>
12.	<p><b><u>Supporting other subject areas</u></b></p> <p><b>Reading:</b> Handout</p> <p><b>DUE:</b> Please take the “Bubble” lesson from Dr. Weybright’s Science class and incorporate an art form to <i>teach</i> the same concepts- <b>NOT to assess concept attainment.</b> (this lesson does not need to fit your cultural study).</p>
13.	<p><b><u>Media Mix: The use of film, video and digital creation tools in your classroom</u></b></p> <p><b>Reading:</b> handout</p> <p><b>DUE: <u>Brainstorm</u></b> : Outline a project using film, video or creative digital media in your classroom <i>as part of your cultural study</i>. Type up the answers to the following in short outline form: What is the project? What subject areas would you integrate? What age group would be appropriate? How many weeks would the project take? What obstacles would be faced with while integrating this media? How would you share the work your class has created?</p>
14.	<p><b>Final Project Presentations I</b></p> <p><b>*****ALL PROJECTS ARE DUE WHETHER YOU ARE PRESENTING OR NOT</b></p>
15.	<p><b>Final Project Presentations II</b></p> <p><b>*****ALL STUDENTS MUST ATTEND WHETHER YOU ARE PRESENTING OR NOT</b></p>

## ARTS DIVERSITY PROJECT

Our classrooms are a microcosm of the world we live in. Each of our classes has myriad complex lives, rich stories and life realities. Your final project is the exploration and presentation of the world of a cultural group that is under-represented, stereotyped or marginalized within our classrooms- either academically (not studied at all, or surface skimmed) or within the student body itself (perhaps an immigrant group within the student body whose potential contributions and different knowledge/world view is being ignored).

The project has 4 components:

- 1) A 20 minute presentation
- 2) A 5-6 page research paper
- 3) An arts-integrated lesson
- 4) A collage

### 1) Your 20-minute presentation will consist of:

- A ‘hook’ or warm up activity connected to your content and/or art form
- Content presentation based on your research
- A review of the arts integrated lesson plan you have created inspired by the historical, cultural and contextual research into your cultural group\*
- Exhibition of your Collage\*

### 2) Your 5-6 page research and reflection paper will have the following elements:

You will research the world of your cultural group and demonstrate an understanding of the history, contributions and significance of this group. In addition, find out as much as you can about the current *world* and lives of people in your cultural group. Also explain why you felt it was important to research this group for this project. Please include the elements below.

- 
- **History:** What is the history of your group?
  - **Geography:** Where have they been located historically? Where are they located around the world today?
  - **NYC Connection:** Do members of this group live in New York? Where are their community centers? Describe in pictures or words their community environment.
  - **Contributions:** What outstanding (historical, artistic and/or modern) contribution has this cultural group made to the world?
  - **Culture:** What language(s) does this group speak? What is their traditional cuisine like? What sorts of arts are traditionally practiced? Have the cultural aspects of language/food/arts changed over time/place – how?

- **Traditions:** Select and describe two customs or cultural traditions for your group. What is the origin/basis of these traditions? How are they carried out? How have they changed over time/place?
  - **Perception:** How is this group represented in the media or perceived by New Yorkers or Americans at large?
  - **Challenges:** What challenges does your group face today?
  - **Children:** What challenges do children of this group face? If these children are represented in your classroom, how do these challenges affect your classroom community and educational objectives?
  - **Pride:** Find one of these in New York City for your cultural group: Identify a museum, theatre, parade, music ensemble, etc. that celebrates and/or educates about your group. Are their “heroes” that are members of this culture that students should learn about? Who and why?
  - **Reflection:** What have you learned about this group? What has this group taught you? What will *you* need to consider in your teaching practice to address the needs and challenges of members of this group if they are part of your classroom community?
  - **Bibliography:** Using APA style format, include the resources you have used to do your research – please include at least 2 books.
- 

**3) The arts-integrated lesson:** Use the lesson template for this course to create an arts integrated lesson for the grade of your choice about the cultural group you have researched. (See rubric below).

**4) The Collage:** This is an 8 ½ x 11 collage reflecting what you have learned about the cultural group you have researched.

---

**You will be graded on:**

- The overall qualities of your project: The success of your project will be dependent on your knowledge of content, the quality and thoroughness of your research, the appropriateness of the arts integration and your demeanor during the presentation. Your work should respect and pay tribute to a wonderful culture.
- Your oral Presentation: Energy, demeanor, organization, timeliness, ingenuity, creativity, the “hook”, a manifested delight for subject area, love of what you’re teaching, deliberateness, engaged-ness, risk, risk, and risk. (Remember- there is an element of performance to teaching in an engaging manner!)
- The paper: Grammar, structure, syntax, spelling, organization, and CORRECT CITATIONS/BIBLIOGRAPHY.

- The lesson: Can this lesson actually be done? Was the lesson well thought out? Are all of the required elements present? Is it age appropriate? Were the overall goals realistic?
- Your evolution: Have you presented your best work? Have you clearly demonstrated the intentions of your unit of study? How have you demonstrated your growth in this presentation? Have you demonstrated an improvement in the oral and written work presented here today?

**ARTS DIVERSITY PROJECT Rubric Assessment**

STUDENT \_\_\_\_\_ Date \_\_\_\_\_

<b>ACEI Standard 2.5: The Arts</b>	<b>1 - PROFICIENCY BELOW EXPECTATION</b>	<b>2 - APPROACHING PROFICIENCY</b>	<b>3 - PROFICIENT</b>	<b>4 – EXCEEDING PROFICIENCY</b>	<b>Level</b>
ACEI 2.5 Candidates know <i>functions</i> and <i>achievements</i> and applications of art forms as primary media for communication, inquiry, and insight among elementary students.	The candidate lacks a basic understanding of functions, achievements, distinctions and connections in the arts.	The candidate has a basic understanding of functions, achievements, distinctions and connections in the arts as shown by the choice and explanation of the artistic expressions of the culture that is the focus of the project.	The candidate understands functions, achievements, distinctions and connections between arts study and arts experiences and understand it is the foundation for more advanced work in the study of a culture and student inquiry.	The candidate understands functions, achievements, distinctions and connections between arts study and arts experiences makes use of the arts as a tool for inquiry into cultural diversity as well as an expression of student learning.	
ACEI 2.5 Candidates use the arts as primary media for communication, inquiry, and insight among elementary students.	The project does not use the arts to encourage communication, inquiry and insight among elementary students choosing examples of arts that are not made by the culture, not specific to place or time, and thus not positive media for student inquiry and insight into the culture.	The project reflects the candidate's ability to use the arts to encourage communication, inquiry and insight among elementary students through the incorporation of the arts of the culture being studied, but lacks the specificity as to place and time needed to provide adequate insight for students.	The project reflects the candidate's ability to encourage communication, inquiry and insight among elementary students in the study of, participation, and appreciation of arts, acquainting students with exemplary arts from a culture in a specific place	The project reflects the candidate's ability to work alone and/or with arts specialists to encourage communication, inquiry and insight among elementary students in the study of, participation, and appreciation of arts, acquainting students with exemplary arts from a culture in a specific place or	

			or historical period.	historical period.	
<p><b>ACEI Standard 3.1: Integrating and applying knowledge for instruction</b></p> <p><b>CEC Standard 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</b></p>	<p><b>1 - PROFICIENCY BELOW EXPECTATION</b></p>	<p><b>2 - APPROACHING PROFICIENCY</b></p>	<p><b>3 - PROFICIENT</b></p>	<p><b>4 – EXCEEDING PROFICIENCY</b></p>	
<p>ACEI 3.1 Candidates plan instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <p>CEC 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate lacks planning instruction based on knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize learning for students including individuals with exceptionalities.</p>	<p>Candidate shows some planning instruction and pre-assessment based on knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize learning for students including individuals with exceptionalities.</p>	<p>Candidate shows evidence of planning engaging instruction based on pre-assessment of knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize and modify learning for students including individuals with exceptionalities.</p>	<p>Candidate shows evidence of planning engaging instruction based on pre-assessment of knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize and modify learning for students including individuals with exceptionalities. Candidate also uses a variety of instructional</p>	

				approaches and collaborates with specialists to promote learning in the subject matter content.	
<p>ACEI 3.1 Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p> <hr/> <p>CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricula content areas to individualize learning for individuals with exceptionalities.</p>	<p>Candidate does not show ability to recognize and make connections among concepts, procedures, and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities.</p>	<p>Candidate shows a limited awareness to recognize and make connections among concepts, procedures, and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities.</p>	<p>Candidate shows that they recognize and make connections among concepts, procedures and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities.</p>	<p>Candidate shows that they recognize and make and apply connections among concepts, procedures and applications across arts and other content areas to develop meaningful learning for students including individuals with disabilities. Candidates also demonstrate through personal actions in exemplary teaching.</p>	
<p><b>ACEI Standard 3.2 Adaptation to Diverse Students</b></p> <p><b>CEC Standard 1.0 Beginning special education</b></p>	<p><b>1 - PROFICIENCY BELOW EXPECTATION</b></p>	<p><b>2 - APPROACHING PROFICIENCY</b></p>	<p><b>3 - PROFICIENT</b></p>	<p><b>4 – EXCEEDING PROFICIENCY</b></p>	

<p><b>professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</b></p>					
<p>ACEI 3.2 Candidates understand how elementary school students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>CEC 1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities</p>	<p>Candidate’s knowledge and understanding of how students differ in their development and how this is influenced by language, culture and family background only includes one modality of communication and no adaptations to diverse students including individuals with exceptionalities.</p>	<p>Candidate’s knowledge and understanding of how children differ in their development and how this is influenced by language, culture and family background includes two modalities of communication and one adaption to diverse students including individuals with exceptionalities.</p>	<p>Candidate’s knowledge and understanding of how children differ in their development and how this is influenced by language, culture and family background includes at least two modalities of communication, and two adaptations to diverse students including individuals with exceptionalities.</p>	<p>Candidate knowledge and understanding of how children differ in their development and how this is influenced by language, culture and family background includes a variety of multiple modalities of communication and adaptations to diverse students including individuals with exceptionalities.</p>	

<p>ACEI 3.2 Candidates understand how elementary school students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>Candidate is unable to successfully design instruction appropriate for Grades 1-6 students' levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities.</p>	<p>Candidate is working towards to successfully design instruction appropriate for Grades 1-6 students' levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities.</p>	<p>Candidate successfully designs instruction appropriate for Grades 1-6 students' levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities.</p>	<p>Candidate successfully designs instruction appropriate for Grades 1-6 students' levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities. Evidence is resourceful and exemplary.</p>	
--	--	---	--	---	--

**Total:**

**Proficiency below Expectation = 0 to 6**

**Approaching Proficiency = 7 to 12**

**Proficient = 13 to 18**

**Exceeding Proficiency = 19 to 24**

## SYSTEMS

### Science Methods and Curriculum in the Elementary School

**Professor Parniece Richardson**

**Room 1227**

[prichardson@mcny.edu](mailto:prichardson@mcny.edu)

#### Overview

This course will cover all aspects of teaching elementary science, exploring a range of topics in life, earth and physical sciences. You will conduct a variety of inquiry activities and investigations into the sciences, working in cooperative learning groups, and developing classroom applications. Each activity will be accompanied by lesson plans, related resources and worksheets. You will gain an understanding of what to teach in science and how to teach it, developing successful strategies for a diverse student body, in a variety of school settings.

The course will focus on science for all students, giving participants a working knowledge of the content, skills, curriculum standards and assessment tools needed in today's urban classroom. It will address the unique challenges of teaching science in the city, as well as explore the incredible resources, museums and learning opportunities available to New York educators. You will also be given a model for multidisciplinary curriculum planning that will integrate science with other content areas, including literacy, mathematics, social studies, technology and other subjects.

#### Objectives


To fulfill the requirements of this course, students will be expected to:

- 1. Gain an understanding of basic concepts in elementary school science and describe classroom applications of these concepts.*
- 2. Create learning activities for elementary school students that encourage scientific inquiry and investigation.*
- 3. Compare and contrast important ideas in science and discuss their applications and implications for society.*
- 4. Discuss both the positive and negative consequences of our applications of scientific discoveries in today's world.*
- 5. Use science instruction strategies and methods that address the diverse needs of learners in a variety of school settings.*

**Assessment** Your final grade will be based on the following activities:


Attendance and participation	10%
Journals	30%
Week 5 Quiz (Ch. 1, 2, 4)	10%
Week 9 Quiz (Ch. 3, 5, 6, 7)	10%
Week 13 Quiz (Ch. 8, 10, 11)	10%
Science unit document and presentation	30%

## Assignments:

**Investigation Journals 7):** The well-composed Investigation Journal includes the following components: (A) Clear and detailed descriptions of classroom investigations, recording what happens with the material and your manipulations of it; (B) Descriptions of how the group members are interacting with the material and with each other; (C) Reflections, separated from the descriptions, are made about your own learning in science content and methodology related to the investigation, the group work during the investigation, and applications to the elementary classroom. (2-4 pages). These investigations are an integral part of the course. If you miss any investigation, you will need to arrange to conduct that investigation on your own, and complete the related journal. 

**Reading Journals (8):** The goal of the Reading Journal is to briefly summarize selected portions of the text, and reflect on the science content, process and classroom applications. Some of these journals are directly linked to the Science unit.

**Quizzes.** The three take-home quizzes will be based on classroom investigations, class discussions, and the required readings.

**Science unit:** The unit, based on a topic of your choice, is introduced with a narrative and developed into a series of four science inquiry lessons. One or two of the lessons will be presented to a group of children. You will model the content and strategies in the unit on the inquiry approaches practiced throughout the semester. Drafts will be submitted according to the schedule in the syllabus, describing unit plans and resources. 

**Attendance.** If you are absent for any reason, contact the instructor about the make-up assignment for class investigations and discussions. See the Student Handbook for further details on absences.

## Course Text

Martin, R., Sexton, C., Franklin, T. (2009). *Teaching science for all children: An inquiry approach*. 4<sup>th</sup> Edition Allyn and Bacon. ISBN: 9780205643127

## Web Links

Reference to these links should appear in your unit, lesson plans, journals and exams.

Students are expected to regularly bring their laptop computers to class, for technology is integrated into science education at every level.

Blackboard website: Students are expected to log on to the Blackboard website regularly to get access to the syllabus, bibliography, links to other sites, and most handouts:

[http://coursesites.blackboard.com/webapps/portal/frameset.jsp?tab\\_id=129\\_1](http://coursesites.blackboard.com/webapps/portal/frameset.jsp?tab_id=129_1)

Martin text “Companion Website” [http://wps.ablongman.com/ab\\_martin\\_teachingsci\\_4](http://wps.ablongman.com/ab_martin_teachingsci_4)

Note: Use this link, instead of the one listed in the text.

National Science Teachers’ Association (NSTA): [www.nsta.org](http://www.nsta.org)

NSTA Standards: [www.nsta.org/standards](http://www.nsta.org/standards)

New York State Science Standards: [www.emsc.nysed.gov](http://www.emsc.nysed.gov)

NYC Science Scope and Sequence chart: Use this link to the Region 9 site for resources in other curriculum areas, in addition to science. On science home page, click on Elementary: K-8 Scope and Sequence. <http://www.r9training.com/r9train/dept/science.htm>

NY State Fourth Grade Science Test:

<http://www.nysedregents.org/testing/sciei/science4.html>

Benchmarks 2000—Project 2061. (Science, Math & Technology initiative from the American Association for the Advancement of Science (AAAS) ):

<http://www.project2061.org/default.htm>

Carolina Biological Supply. Source for butterfly larva, mealworms, equipment, etc.:

<https://www2.carolina.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10151&catalogId=10101&langId=-1>

## Class Sessions

Each class session will include a discussion of science teaching, content and strategies. Students will participate in a number of hands-on investigations, modeling best practices in science teaching.

### 1. Science Education Defined

- Course outline, bibliography and requirements
- How teachers and children define science
- Science attitudes
- Curriculum changes in elementary science

**Investigation: Bubbles.** Martin text, pgs. 54-56;

Read: Martin text (2009) Chapter 1. *What is the Nature of Science?*

Note: We will use our laptops during most class sessions.

### 2. What is Science?

- Child and adult images of scientists and science itself.
- Scientific method
- Scope and Sequence Chart for Elementary Science (See link above.)
- Practice the “Three Minute Sketch” technique for quick drawings of classroom activities.

**Science project:** Discuss possible science unit topics and opportunity for presenting science lessons in class with cooperating teacher, peers and instructor. Survey the needs of the class and the available resources, such as the Scott Foresman texts in the Curriculum Library, science texts in your classroom, and the Martin text, Part II, for topics. Discuss topic with science teacher in building.

**Investigation:** Sinking and floating; Clay boats, Martin Pgs. 138-140. Write out definitions for Mass vs. Weight, volume, density, buoyancy and water displacement.

**Reading Journal 1.** Martin Chapter 1, What Is the Nature of Science? Ask a small group of children to draw and explain what a scientist does/looks like. Summarize the children's drawings and explanations. Briefly describe your own idea of a scientist does, before and after reading Martin text. Reflect on differing interpretations from children, adults and text. (2 single-spaced pages.)

**Read Handout:** "Balloons and Other Things That Sometimes Float" In: Robertson, W.C. (2005). *Stop faking it: Air, water, & weather*. Arlington, VA: National Science Teachers Association.

**Investigation Journal 1: Bubbles investigation.** Describe and reflect on your own learning in science content and process, group work and applications to the elementary classroom. Include a definition of *molecular adhesion* and how it is related to the investigation. Describe how glycerin affects the soap bubbles. Attach a photocopy of your rough notes taken during the investigation. Submit all journals online on the due date. Submit paper copies of rough notes taken during college classroom investigations, and digital photos or photocopies of children's work.

### 3. Children as Science Learners

- The development of children's understanding of natural phenomena.
- A constructivist approach to learning and teaching.
- Inquiry, experiential learning, and investigations of the natural and the constructed world.

**Reading Journal 2--Science Project:** Describe science unit topic, rationale for selection and arrangements with cooperating teacher for presenting a series of two-three science lessons to class. Discuss how you will incorporate constructivist principles into your unit, referring to prior course work on constructive teaching and the Martin text. (See traditional vs. constructivist comparison, pg. 62.)

**Collaborative Online Investigation:** Water Use Survey. Designed by Center for Innovation in Engineering and Science Education (CIESE), Stevens Institute of Technology, NJ. **Preview website before class** and review handout on CIESE Collaborative Project: Water Use. <http://www.ciese.org/collabprojs.html>

**Read Martin, Chapter 2, *How Do Children Learn Science?*, Part II Inquiry Lessons, pg. 345, and Water Cycles, pg. 334-335. Use Companion Website listed above to preview content, including concept map, power point, and quiz.**

**Read Handout:** Small, T. (2006) “On Observation,” *Science and Children*. January 2006. Pg. 45-46. List and be prepared to discuss rationale and strategies for teaching observation skills in own or future classroom.

**Investigation Journal 2: Sinking and Floating:** Clay boats investigation.

Define terms: Mass, weight, volume, density, buoyancy and water displacement, relating terms to materials used in the investigation. (In addition, see general requirements, Investigation Journal 1 above.)

#### 4. Planning for Science Instruction—What to Teach and How

- Inquiry lessons and concept mapping. (See concept map for Chapter 4 in Martin Companion Website link above.)
- The scope and sequence of the NYC DOE science curriculum, K-5.
- Review National Science Education Standards (Table 4.2, p. 127 ff.)
- Discuss Field Trip arrangements for next week.

#### **Investigation: Red Worms & Composting.**

**Read:** Session 4--Red Worms Packet.

**Reading Journal 3:** (A) Create a concept map that includes some or all of the topics in your unit with at least three levels of super/subordinate concepts.

(B) Write part of a lesson plan based on your unit, using at least the first two of the steps in four-e lesson plan: 1. Exploration. 2. Explanation. (pgs. 12-139.) (C) Write a short paragraph on how your unit fits the NYC DOE Scope and Sequence.

**Read:** Martin Chapter 4, *How Do you plan for the Inquiry-Based Classroom?* “A Bugs Life” and lesson plan on life cycle of mealworms. (367-369.) See Chapter 4 concept map on text Companion Website. (See link above.) View CD Rom, Chapter 4.

Also read the following handouts:

- Session 4 “Extensions” Insect Hunt Packet
- Login to NSTA SciGuides-- Life Cycles and Inherited Traits and Organisms: [http://sciguides.nsta.org/guides/guide\\_detail.aspx](http://sciguides.nsta.org/guides/guide_detail.aspx) At the login page, use the following “Email”: [l.veybright@verison.net](mailto:l.veybright@verison.net) and the Password: george
- “Willie the Hamster.” Pg. 124-125 in *National Science Education Standards*.
- *NYC Scope and Sequence for Elementary Science—Working Draft*. (Use web link above.)

**Investigation Journal 3:** Observe a science or non-fiction literacy lesson taught by the science teacher or classroom teacher. Describe and reflect on setting, lesson aim, and record activities and dialogue to capture some of the teacher’s and children’s questions and responses. Compare questions to Bloom’s taxonomy (Ch. 6, pg. 174.) and lesson activities to inquiry model criteria. (Ch. 4.)

**Take-Home Quiz 1:** Questions from Martin Chapters 1, 2 & 4. Investigations: Bubbles, Sink and Float, Water Use Survey, Red Worms. Class notes on discussions. Submit quiz to instructor via email before class. Late submissions not accepted.

### 5. Science in the City—Walking trip to Hudson River pier

- Viewing the city as a naturalist.
- Cracks in the sidewalk: Observing and recording natural phenomena in urban environments.
- Planning safe and effective field trips.
- **Submit and discuss Quiz 1.**

**Investigation:** Walking trip to the Christopher Street Pier. Meet on Pier at 6:30 p.m. (West Street & Christopher Street.) Take # 1 train uptown to Christopher Street. Bring trip questions sheet, notebook and pencil.

#### **Investigation Journal 4. Red Worms investigation.**

Include a drawing of the red worm, with body parts labeled and defined.

Describe the role of the red worm in the ecology of the forest floor. Describe briefly several classroom applications. Reflect on science content and processes within the investigation.

#### **Read and be prepared to discuss:**

- Martin: Litter in Our Waterways. Pgs. 384-386
- Water Quality Reference Guide. Introduction, Chapters 1, 2 and assigned parts of Chapter 3 and related appendices. (Handout) New York City Soil and Water Conservation District. (NYCSWCD).
- Review website for NYCSWCD before the trip:  
[http://www.nycswcd.net/environmental\\_ed.cfm](http://www.nycswcd.net/environmental_ed.cfm)
- David Sobel, “Beyond Ecophobia: Reclaiming the Heart in Nature Education.” The Orion Society (Handout). (Sobel warns of building an environmental curriculum, based on fears of catastrophe.)

### 6. Science Learning Assessment

- Limits and purposes of assessment—formal and informal assessment models.
- Rubrics and assessment
- Assessing higher-order thinking skills.
- Planning for assessment in classroom and in the Science Project.
- Assessing process and content skills.
- Self-assessment of science course work and journals.
- Science Unit: Discuss lessons on topics chosen and cite lesson used from Martin

**Investigation: Simple Circuits**, Martin, Pgs. 198-200. Be able to define terms: Series and parallel circuits, switch, insulator, and short circuit.

**Read** Martin Chapter 7, *How Do You Develop and Use Authentic Assessment?*

- Read handouts on electricity.
- Preview CD-ROM for Chapter 7.

**Reading Journal 4--Science project:** List three assessment strategies from lesson plans, including description of assessment task, rationale for selection, and a rubric for each assessment. Describe how Basic Processes and/or Integrated Processes (Table 7.4, pages 217-218) have been incorporated into lesson plans.

**Investigation Journal 5. Class Trip:** Describe and reflect on own learning, group work and elementary classroom applications for class trips in general, and for water quality survey and tree study, in particular. Include rough notes and sketches taken during the investigation.

## 7. Ch. 6: Inquiry for Scientific Literacy

**Questioning and Inquiry** (Meet in Curriculum Materials Center, MCNY Library.)

- Describe what questions to ask and why.
- Connecting teacher's questions and children's answers. (See Journal 3.)
- Questioning for all students, and listening to students questions.

**Bring Journal 3 for class discussion on questioning strategies.**

**Investigation:** Review Curriculum Materials: Scott Foresman texts and Delta Science kits. Choose topic in Scott Foresman Text that is also covered in Martin, Part II, and compare lesson plans used in the two texts.

**Read** Martin Chapter 6, Questioning and Inquiry and CD-ROM for Chapter 6.

**Reading Journal 5—Science Unit:** Submit sample questions from 3-4 lessons, providing a rationale for selection within unit. Include some “reflective questions” (pg. 203). Compare your questions to other teacher's questions recorded in Journal 3.

**Investigation Journal 6: Simple circuits.** Describe and reflect on own learning, group work and elementary classroom applications. Define relevant terms. Include rough notes and drawings created during the investigation.

## 8. Addressing the Needs of Diverse Learners

- Science for all children.
- Science for exceptional children.
- Inclusion in the science classroom and in own Science Unit Project.
- Classroom management strategies for special needs students.

**Read** Martin Chapter 3, Inquiry for All Children. Be prepared to discuss accommodations that could be made for children in your class, based on text and past experience.

**Investigation:** Body Measurement: Are you a square? (Math/Science integration and accommodations for all children.)

**Take-home Quiz 2:** (Due July 2) Martin Chapters 3, 5, 6 and 7. Investigations: Red worms, simple circuits, and body measurement.

## 9. Resources and Equipment for the Science Classroom (Meet in Curriculum Materials Center, MCNY Library.)

- Selecting and using textbooks and trade books, based on best practices.
- Using science kits and materials effectively and safely.
- Constructing a basic science materials list.
- Displaying children's work and setting up learning centers
- **Submit and discuss Quiz 2.**

**Reading Journal 6:** Science project draft: objectives, rationale, assessment references, and two lessons due. List resources used in lesson plan from Martin, Part II, Scott Foresman series or other teacher's guides in Curriculum Materials Center, and websites. Cite safety considerations included, where applicable.

**Investigation: Plants**, Pgs. 347-355. Be able to define terms: photosynthesis, hydroponic farming, and describe common plant nutrients.

**Read** Martin Chapter 10, Safety; Chapter 11: Resources section and pgs. 347-358. Be prepared to discuss how you have incorporated safe practices and have integrated various resources within your unit plan.

## 10. Integrating Science into other Curriculum Areas

- Approaches to integration: Across the Standards and Driving Questions.
- Alternative approaches for special needs students.
- Integration of other disciplines into the Science Unit.

**Reading Journal 7—Science unit.** Describe how you have integrated other curriculum areas into specific lessons. Provide rationale from text and own experience for such integration. Describe how you have used either the *Across the Standards* or *Driving Question* approach.

**Read Martin, Chapter 8, *How Do Plan for and Integrate Science with Other Disciplines?*** Be prepared to discuss the research support for integration, as well as your own experience with integration.

**Investigation Journal 7:** Plants investigation. (See previous investigation journals for the format.)

## 11. Integrating Technology in the Science Curriculum

- Using technology in the science classroom—how and why.
- Practical and purposeful applications of technology.

**Investigation:** Apples. See SciGuide: Properties of Objects and Materials:

[http://sciguides.nsta.org/guides/guide\\_detail.aspx](http://sciguides.nsta.org/guides/guide_detail.aspx)

**Read:** Martin, Chapter 8, *How Do you Integrate technology That Enriches Science Learning?* and Pg. 376 ff.: Owl Pellets Lesson plan. Be prepared to discuss how you have integrated technology into your unit plan, and how you have used technology during the course.

See NSTA Owl Pellets Web Seminar from Picture Perfect Science text:

<http://institute.nsta.org/dallas05/pps/Pps2.ppt#6>

## 12. Looking at Standards in the Science Curriculum

- Comparing the National Standards for Science with the New York State Standards, New York City Science Standards, the Benchmarks 2000 and the Essential Learning Outcomes.
- Read and discuss the NY State Fourth Grade Science Test. (See Webography above.)

- Aligning standards with textbooks and programs.
- Course summary and assessment.

**Review** Martin. Chapter 4 on planning, Chapter 7 on Assessment, and The National Science Education Standards, A1-A4.

Describe how you have used the National Standards for Science and/or the NY State standards in your unit.

**Reading Journal 8—Science Lesson taught:** Describe and reflect on science unit lesson(s) presented to a group of children. Discuss and provide samples of children's work.

**Take-Home Quiz 3: Martin Chapters 8, 10, and 11.** Investigations: Plants and Apples.

### **13. Science Course Review and Assessment**

- Review readings, investigations, journals and unit assignments, all within the inquiry model. Describe how you plan to integrate inquiry methodology into your practice in the classroom.
- **Submit and discuss Quiz 3.**

### **14. Classroom Presentations of Projects/Lessons in Science. Part I**

- Presentation and discussion of final science projects/units.  
Use "Presentation Guidelines." Practice presentation with peers prior to session.
- **Final Science Project due, via email and paper copy.**

### **15. Presentations II.**

## COMMUNICATIONS

### Diagnostic and Remedial Techniques in Reading EDU 530 COM

**Professor Mary Simone**  
**Room 1235**  
[msimone@mcny.edu](mailto:msimone@mcny.edu)  
**212.343.1234 x2436**

### Overview

This course focuses on effective approaches in working with youngsters with reading, writing and language problems in inclusive classroom programs. It is designed to develop a future teacher's proficiency in applying knowledge of literacy theory and practice to create instruction for children experiencing difficulties in literacy usage across the curriculum. Prospective teachers gain competence in assessment and instruction related to children's difficulties, strengths and needs. Assessment protocols will be examined, analyzed and demonstrated, with theoretical knowledge of preventive and corrective approaches applied to practice. Emphasis will be on the formal and informal procedures that match reading instruction to the individual student's needs. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners.

### Objectives

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

1. *Gain a deeper understanding of literacy theory and practice*
2. *Demonstrate knowledge of diagnostic procedures used in identification and evaluation of reading ability/disability*
3. *Examine methods for organizing and managing the learning environment for literacy instruction*
4. *Formulate instructional procedures for diverse students based on diagnostic teaching*
5. *Implement various instructional strategies associated with effective reading instruction*
6. *Demonstrate proficiency in design and construction of teaching materials which correct specific difficulties*
7. *Examine inclusion strategies that promote differentiation of instruction.*

## Required Readings

McCormick, S. (2008). *Instructing Students Who Have Literacy Problems*. 5<sup>th</sup> Edition. Pearson. ISBN: 9780135015780

## Recommended Readings

Almasi, J. (2002). *Teaching Strategic Processes in Reading*. New York, New York: The Guilford Press

Bean, R. (2003). *The Reading Specialist: Leadership for the Classroom, School, and Community*. New York, New York: The Guilford Press

Barrentine, S. (1999). *Reading Assessment: Principles and Practices for Elementary Teachers: A Collection of Articles from the Reading Teacher*. Newark, DE: International Reading Association

Crawford, A., Gillet, J., Temple, C. (2003). *Understanding Reading Problems: Assessment and Instruction*. Boston, MA: Allyn & Bacon

Feely, J., Strickland, D., Wepner, S. (2002). *The Administration and Supervision of Reading Programs*. New York, New York: Teachers College Press

Goudvis, A., and Harvey, S. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers

Lerner, J. (2002). *Learning Disabilities Theories, Diagnosis, and Teaching Strategies*. Boston, MA: Houghton Mifflin Company

Lipson, M. and Wixson, K. (1997). *Assessment and Instruction of Reading and Writing Disability*. Upper Saddle River, New Jersey: Addison Wesley Longman, Inc.

McKenna, M. (2002). *Help for Struggling Readers: Strategies for Grades 3-8*. New York, New York: The Guilford Press

McKenna, M. and Stahl, S. (2003). *Assessment For Reading Instruction*. New York, New York: The Guilford Press

Tompkins, G. (2003). *50 Literacy Strategies: Step By Step*. Upper Saddle River, New Jersey: Prentice Hall

Walker, B. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*. Upper Saddle River, New Jersey: Prentice Hall

Weaver, C. (2002). *Reading Process and Practice From Socio-Psycholinguistics to Whole Language*. Portsmouth, NH: Heinemann

## Assessment

Class attendance	10%
Class participation	10 %
Reader Response Journals (10)/Articles (2)	10 %
Reading Specialist Interview	10 %
Diagnostic and Prescriptive Lesson Plans (Written Plans & Presentation)	25 %
Independent Student Activity/Multi-sensory	15 %
Final Exam	20 %

## Assignments

### Lesson Plan and Presentation/Independent Student Activity

- Students will examine diagnostic tools and assessment in identifying and evaluating the reading ability of a student. Use tool as part of the assessment and evaluation process. Formulate instructional goals for student or students with special needs. Write a lesson plan to include pre-and post-assessment, and differentiation of instruction. (see lesson plan example used in CA document)
- Students will create an activity for the child that is multi-sensory and addresses the specific needs of the child.

## Class Sessions

### 1. Foundations of Reading Instruction

- Types of reading programs
- Roles of reading teachers
- Milestones in the history of remedial and clinical reading instruction
- Models of the reading process
- RTI

Assignment Due. **Chapter 1 Class Discussion**

### 2. Causes and Correlates of Individual Differences in Reading Ability:

- Physiological factors
- Hereditary factors
- Emotional factors
- Educational factors
- Cognitive factors
- Language factors

Assignment Due: McCormick, **Chapter 2 Reader Response Journal # 1**

### 3. Assessment for Identification of Reading Problems

- General issues related to assessment

- Issues related to formal assessment
- Steps in assessment for identification

Assignment Due: McCormick, **Chapter 3, Reader Response Journal # 2, and Reading Specialist Interview**

**4. Assessment for Verifying General Reading Levels**

- Informal reading inventories
- Issues related to informal assessment
- Cloze tests
- Computer-administered tests

Assignment Due: McCormick, **Chapter 4 Reader Response Journal # 3**

**5. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part I**

- Assessing knowledge of basic sight word vocabulary
- Assessing knowledge of word identification strategies
- Reading Miscue Inventory
- Running Record
- Writing assessment

Assignment Due: McCormick, **Chapter 5 Reader Response Journal # 4**

**6. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part II**

- Assessing comprehension
- Assessing meta-cognition
- Assessing reading rate
- Assessing attitudes and interest
- Performance assessment

Assignment Due: McCormick, **Chapter 6, Reader Response Journal # 5**

**7. Using the Running Record and DIBELS in the classroom**

**Assignment Due: Administer a running record to a student. Prepare a 10-15 minute power point presentation of the findings and prescriptive activities.**

**8. Important Principles of Reading Instruction**

- Principles
- Organizing and managing reading programs
- Organizing the classroom

Assignment Due: McCormick, **Chapter 7, Reader Response Journal # 6**

**9. Word Recognition & Word Identification**

- Sight word recognition
- Phases of word learning
- Word identification strategies
- Case Studies

Assignment Due: McCormick, **Chapters 8,9, Reader Response Journal 7**

**10. Knowledge of Word Meanings**

- Direct Instruction
- Independent word learning from text
- Learning words from oral language encounters

Assignment Due: McCormick, **Chapter 10, Reader Response Journal # 8**

**11. Comprehension of Narrative & Informational Text**

- Comprehension processes
- Narratives
- Expository text
- Comprehension instruction
- Meta-cognitive strategies

Assignment Due: McCormick, **Chapters 11,12, Reader Response Journal # 9**

**12. Learners with Special Needs**

- General characteristics
- Instructional strategies and suggestions

Assignment Due: McCormick, **Chapters 13, 14, Reader Response Journal # 10**

**13. Presentations**

**Assignment Due: Lesson Plans & Student Activity**

**14. Presentations**

**Assignment Due: Lesson Plans & Student Activity**

**15. Final Exam**

**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/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/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**

**MCNY Proficiencies Evaluation of Field Observation/Student Teaching/Practicum**  
**(Check one: \_\_\_Midterm Evaluation / \_\_\_Final Evaluation)**

Teacher candidate: \_\_\_\_\_ Purpose \_\_\_\_\_ Semester \_\_\_\_\_

Evaluator: \_\_\_\_\_ Check one: MCNY 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 = below proficiency.**

<b>Knowledge</b>	
<b>A. Subject Matter (ACEI 2.1, 2.2, 2.3, 2.4)</b> Candidate demonstrates knowledge of general education and of subject matter and is able to integrate this knowledge into his/her practice. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>B. Student Learning (ACEI 1)</b> Candidate knows theories of human development and learning and knows how to use developmental theory in his/her practice to optimize student learning. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>C. Diversity of Learners (ACEI 3.2)</b> Candidate knows theories of developmental, cultural, linguistic, and learning differences and knows how to provide differentiated instruction. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>D. Environment for Learning (ACEI 3.4)</b> Candidate knows the developmental and learning theories that facilitate the creation of a positive environment for learning. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>E. Assessment (ACEI 3.1, 4)</b> Candidate demonstrates the ability to monitor, evaluate, analyze and interpret student learning. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>Skills</b>	
<b>A. Planning Instruction (ACEI 3.1)</b> Candidate is able to plan instruction based on knowledge of the subject matter and curriculum goals. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>
<b>B. Strategies/Technologies (ACEI 3.1, 3.3)</b> Candidate uses a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving. <b>Comments:</b> _____ _____	<b>4 3 2 1</b>

<p><b>C. Learning Environment (ACEI 1)</b> Candidate creates a positive learning environment where students are engaged and self-motivated. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>D. Communication (ACEI 3.5)</b> Candidate uses effective verbal, non-verbal strategies, medias and technologies to promote student learning. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>E. Assessment (ACEI 4)</b> Candidate uses formal and informal assessment to monitor student learning and to modify instruction based on assessments. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>F. Collaboration and Relationships (ACEI 5.2)</b> Candidate demonstrates the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students). <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>G. Reflection and Professional Development (ACEI 5.1)</b> Candidate reflects on and analyzes the impact of his/her actions on student learning in order to develop as a professional. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>Dispositions/Values</b> <b>A. Diversity/Individual Differences (ACEI 3.2)</b> Candidate shows that he/she can empower all students to be effective learners helping them to develop self-confidence and competence. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>B. High Expectations</b> 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. <b>Comments:</b> _____ _____</p>	4 3 2 1
<p><b>OVERALL TOTAL</b> (For students in Purposes 2 and 3, “Exceeding Proficiency” scores total 49-56; “Proficient” scores total 42-48; “Approaching Proficiency” scores total 35-41; “Below Proficiency” scores are below 35.)</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.