Teaching Effectively

Purpose 2

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

AUDREY COHEN SCHOOL FOR HUMAN SERVICES AND EDUCATION

SPRING 2105

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

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### TEACHING EFFECTIVELY

**Purpose 2**

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POLICIES

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

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

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

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

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

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

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

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

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

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

**Please be advised regarding the following:**
- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Cell phones, or any form of audio equipment should be turned off or muted in the classroom at all times.
- Laptop computers should only be used for related academic class work in the classrooms.
Definitions

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

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

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

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

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

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

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

Skills Dimension
In the Skills dimension courses you will learn specific teaching methods and classroom strategies. The technical and communication skills that are needed to prepare you as a prospective
teacher for success in the classroom, school, and community are developed in these courses. The broad spectrum of skills includes the application of reading, mathematics for young students, as well as developing teaching strategies for inclusive classroom settings.

**The Purpose-Centered Educator Proficiencies**

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

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

Any information in this handbook is subject to change.
The Mission of the Institution

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

The Vision of the Unit

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

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

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

The Mission of the Unit

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

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

Knowledge:

A. Subject Matter
Candidates demonstrate knowledge of general education and of subject matter and are able to integrate this knowledge into their practice.

B. Student Learning
Candidates know theories of human development and learning and know how to use developmental theory in their practice to optimize student learning.

C. Diversity of Learners
Candidates know theories about developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.

D. Environment for Learning
Candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.

E. Assessment
Candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning.

Skills:

A. Planning Instruction
Candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals.

B. Strategies/Technologies
Candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem solving.

C. Learning Environment
Candidates create a positive learning environment where students are engaged and self-motivated.

D. Communication
Candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.
E. Assessment
Candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.

F. Collaboration and Relationships
Candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).

G. Reflection and Professional Development
Candidates reflect on and analyze the impact of their actions on student learning in order to develop as professionals.

Dispositions/Values:

A. Diversity/Individual Differences
Candidates show that they can empower all students to be effective learners helping them to develop self-confidence and competence.

B. High Expectations
Candidates demonstrate through their classroom behavior that all students can learn at high levels, and they persist in helping all students achieve success.
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<tr>
<td>Knowledge (A) Subject Matter</td>
<td>Standard II: Knowledge of Content and Instructional Planning Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</td>
<td>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science; 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation; 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history,</td>
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<td>(B) Student Learning</td>
<td>Standard I: Knowledge of Students and Student Learning</td>
<td>Standard #1: Learner Development</td>
<td>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;</td>
<td>1. Development, Learning and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents</td>
<td>1, 2, 3</td>
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<td>The candidates</td>
<td>Teachers acquire</td>
<td>The teacher understands how learners grow and develop,</td>
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2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life or elementary students.
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<td>know human development and learning and how to use this developmental theory in their practice to optimize student learning.</td>
<td>knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</td>
<td>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.</td>
<td>to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
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<tr>
<td><strong>(C) Diversity of Learners</strong></td>
<td><strong>Standard I: Knowledge of Students and Student Learning</strong> Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</td>
<td><strong>Standard #2: Learning Differences</strong> 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.</td>
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<td>The candidates know developmental, cultural, linguistic, and learning differences and know how to provide differentiated instruction.</td>
<td><strong>Standard IV: Learning Environment</strong> Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</td>
<td><strong>Standard #3: Learning Environments</strong> 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-</td>
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<td><strong>(D) Environment for Learning</strong></td>
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<td><strong>3.2 Adaptation to diverse students:</strong> Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
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<td>The candidates know the developmental and learning theories that facilitate the</td>
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<td><strong>3.4 Active engagement in learning:</strong> 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.</td>
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<td>creation of a positive environment for learning</td>
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<td>motivation.</td>
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<td>(E) Assessment</td>
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<td>Standard V: Assessment for Student Learning The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</td>
<td>Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td>4.0 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
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<tr>
<td>Skills (A) Planning Instruction</td>
<td></td>
<td>Standard II: Knowledge of Content and Instructional Planning The candidates are able to plan instruction based on knowledge of the subject matter and curriculum goals. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</td>
<td>Standard #7: Planning for Instruction 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.</td>
<td>3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</td>
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<td><strong>(B) Instructional Strategies and Technologies</strong></td>
<td>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</td>
<td>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>3.3 Development of critical thinking, problem solving, and performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving and performance skills.</td>
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<td><strong>(C) Learning Environment</strong></td>
<td>Standard IV: Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</td>
<td>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td>3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation, and behavior among students at the 1-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
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<td>2,3</td>
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<td><strong>(D) Communication</strong></td>
<td>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</td>
<td>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active</td>
<td>3.5 Communication to Foster Collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
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<td>and technologies to promote student learning.</td>
<td>engagement in learning, and self-motivation.</td>
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<td><strong>(E) Assessment</strong></td>
<td>The candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.</td>
<td><strong>Standard V: Assessment for Student Learning</strong> Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</td>
<td><strong>Standard #6: Assessment</strong> 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.</td>
<td><strong>4.0 Assessment for Instruction:</strong> 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.</td>
<td><strong>4</strong> 2,3</td>
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<td><strong>(F) Collaboration and Relationships</strong></td>
<td>The candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).</td>
<td><strong>Standard VI: Professional Responsibilities and Collaboration</strong> Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</td>
<td><strong>Standard #10: Leadership and Collaboration</strong> 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.</td>
<td><strong>5.2 Collaboration with Families:</strong> Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</td>
<td><strong>7</strong> 1, 2,3</td>
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<td><strong>(G) Reflection and Professional Development</strong></td>
<td>Teachers set informed goals and strive for continuous professional growth</td>
<td><strong>Standard #10: Leadership and Collaboration</strong> The teacher seeks appropriate leadership roles and opportunities</td>
<td><strong>5.1 Professional growth, reflection, and evaluation</strong>—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources</td>
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<td><strong>6</strong> 1, 2,3</td>
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<td>The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.</td>
<td>professional growth.</td>
<td>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.</td>
<td>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.</td>
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<td><strong>Dispositions/Values</strong></td>
<td><strong>Standard II: Knowledge of Content and Instructional Planning</strong> Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</td>
<td><strong>Standard #2: Learning Differences</strong> 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.</td>
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<tr>
<td><strong>(A) Diversity/Individual Differences</strong></td>
<td>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.</td>
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<td>The candidates show they can empower all students to be effective learners helping them develop self-confidence and competence.</td>
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<td><strong>(B) High Expectations</strong></td>
<td><strong>Standard III: Instructional Practice</strong> Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</td>
<td><strong>Standard #2: Learning Differences</strong> 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.</td>
<td>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.</td>
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<td>The candidates demonstrate through their classroom behavior that all</td>
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<td>students can learn at high levels and they persist in helping all students achieve success.</td>
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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 developed and evaluated 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 I, 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
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 Assessment
- Foundations of Special Education Examination Assessment
- Child Abuse Training Certification *
- Maintain Criminal Background check *
- C-BASE scores
- Evidence during Purpose 1 of passing the ALST exam

* You will be given directions on how to complete the on-line learning Child Abuse training and how to be fingerprinted by the NYCDOE.

Admission to Purpose 3 (Student Teaching 2):

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

Successful completion of Purpose 2 is measured by:

- Satisfactory Student Teaching 1 Proficiencies Assessment (minimum 32 days) by faculty supervisor and cooperating teacher – EDU 520 CON
- Satisfactory completion of the Lesson Planning Assessment (Constructive Action 2) Assessment – EDU 520 PUR
- Integrated Thematic Unit Assessment – EDU 520 SYS
- Project SAVE Seminar – SEM 521 VAL
- DASA Training Certification
- Maintain Criminal Background check
- Minimum 3.0 GPA
- Evidence during Purpose 2 of passing EAS exam and CST Multi-subject exam

Program Completion/Graduation:

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

- Satisfactory Student Teaching 2 Proficiencies Assessment (minimum 32 days) by faculty supervisor and cooperating teacher
- Satisfactory completion of the Teacher Work Sample Assessment (Constructive Action 3)
Arts Diversity Project Assessment – EDU 530 SEL
- Minimum 3.0 GPA
- Taking the edTPA Elementary Education exam and the CST – Students with Disabilities exam

Recommendation for Certification:

In order to be recommended for NYS certification, candidates must:

- Complete an on-line NYS TEACH application
- Successfully complete all degree requirements
- Achieve passing scores on the edTPA and NYSTCE exams: ALST, EAS, CST Multi-Subject, and CST Students with Disabilities 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 ALST, EAS and CST Multi-Subject are standardized assessments developed by New York State with established validity and reliability. Based upon local studies, a passing score on the ALST is required for eligibility for Student Teaching I (Purpose 2) and a passing score on the EAS 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

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Assessment Tools</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission to the Program</strong> (Purpose 1)</td>
<td>BA/BS Degree (E)</td>
<td><strong>Knowledge</strong> (A)</td>
</tr>
<tr>
<td></td>
<td>GPA 3.0 (E)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letters of Recommendation (E)</td>
<td><strong>Dispositions</strong> (A, B)</td>
</tr>
<tr>
<td></td>
<td>Interview (I)</td>
<td></td>
</tr>
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<td></td>
<td>Essay (I)</td>
<td></td>
</tr>
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<td></td>
<td>Fingerprinting and Criminal Background Check (E)</td>
<td></td>
</tr>
<tr>
<td><strong>Admission to Purpose 2</strong> (Student Teaching 1)</td>
<td>Passing Grade in Mathematics and Reading Methods courses (I)</td>
<td><strong>Knowledge</strong> (A, B, C)</td>
</tr>
<tr>
<td></td>
<td>Maintain Criminal Background Check (E)</td>
<td></td>
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<tr>
<td></td>
<td>Child Abuse Training Certification (E)</td>
<td><strong>Skills</strong> (B, D, F, G)</td>
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<tr>
<td></td>
<td><em>Pre-Student Teaching Proficiencies Assessment</em> (I)</td>
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<td></td>
<td><em>Pre-Student Teaching Assessment</em> (Constructive Action 1) (I)</td>
<td><strong>Dispositions</strong> (A, B)</td>
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<tr>
<td></td>
<td><em>Child Study of a Student with a Disability Assessment</em> (I)</td>
<td></td>
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<tr>
<td></td>
<td><em>Foundations of Special Education Examination Assessment</em> (I)</td>
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<tr>
<td></td>
<td>CBASE scores (E)</td>
<td></td>
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<td></td>
<td>Passing Score the ALST exam (E)</td>
<td></td>
</tr>
<tr>
<td><strong>Admission to Purpose 3</strong> (Student Teaching 2)</td>
<td>3.0 GPA (I)</td>
<td><strong>Knowledge</strong> (A, B, C, D, E)</td>
</tr>
<tr>
<td></td>
<td><em>Student Teaching 1 Proficiencies Assessment</em> (I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Lesson Planning Assessment</em> (Constructive Action 2) (I)</td>
<td><strong>Skills</strong> (A, B, C, D, E, F)</td>
</tr>
<tr>
<td></td>
<td><em>Maintain Criminal Background Check</em> (E)</td>
<td></td>
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<tr>
<td></td>
<td><em>Project SAVE Seminar</em> (I)</td>
<td><strong>Dispositions</strong> (A, B)</td>
</tr>
<tr>
<td></td>
<td><em>DASA Training Certification</em></td>
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<td></td>
<td><em>Integrated Thematic Unit</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Passing Scores for the EAS and CST Multi-subject exams</em> (E)</td>
<td></td>
</tr>
</tbody>
</table>
| Program Completion | 3.0 GPA (I)  
|                    | *Student Teaching 2 Proficiencies Assessment* (I)  
|                    | *TWS Assessment (Constructive Action 3)* (I)  
|                    | *Arts Diversity Project Assessment* (I)  
|                    | Submitting the edTPA and taking the CST- Students with Disabilities scores (E) | **Knowledge** (A, B, C, D, E)  
|                    | **Skills** (A, B, C, D, E, F, G)  
|                    | **Dispositions** (A, B) |
TEACHING EFFECTIVELY

Overview of the Purpose

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

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

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

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

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

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

Constructive Action: Teaching Practicum Grades 1-3
This course instructs you on how to develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis is placed on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. You will practice skills being learned in the teacher education program through direct experiences with individual students, groups of students, or a whole class of students including students with disabilities. These skills are practiced under the direct supervision of a certified teacher which has the official responsibility for the students.
Values and Ethics: Classroom Management for Academic and Social Growth
Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

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

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

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6
This course builds on Teaching and Learning Mathematics with Technology in Grades 1-3. Examination of curriculum, goals, methods, and materials for teaching mathematics in grades four through six. Upper elementary grade examination on the topics of number sense, place value, and problem-solving that integrates addition, subtraction, multiplication and division skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra in grades four through six. The lessons that student teachers develop for this course are differentiated to meet the diverse needs of all types of learners. The use of instructional and assistive technology and developing skills in teaching students to use technology to acquire and enhance mathematical skills.

Communication Skills: Reading Instruction for Upper Grades
Extends the view of language and the reading processes to the upper elementary student. Increasing competence in basic reading strategies, research-validated methods of instruction, including diagnostic teaching of reading and writing across the curriculum for the benefit of students with disabilities. Continued emphasis on the reading/writing relationship, the use of assistive and instructional technology for improvement of learning, and methods of enrichment and remediation for all students including students with disabilities.
THIS SYMBOL MEANS THAT THE DIMENSION COURSE ASSIGNMENT IS TO BE INTEGRATED INTO YOUR CONSTRUCTIVE ACTION DOCUMENT.
PURPOSE 2 SEMINAR

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

Dr. Jessica Franco-Zarian
Room 1232
jzarian@mcny.edu
212.343.1234 x2406

Overview
The Purpose 2 Seminar integrates your experiences in the schools with your Dimension courses through the development of a Constructive Action project that you will undertake in a classroom setting. The Constructive Action is a modified version of the Renaissance Partnership for Improving Teacher Quality. Our discussions and readings will focus on the challenges you face as pre-service teachers in the first of two student teaching experiences. You will be developing a broad repertoire of pedagogical strategies that include facilitating the academic, social and ethical development of students with and without disabilities through objective observations and rigorous curriculum planning; creating a supportive and well-managed classroom environment; developing effective teaching practices; addressing the needs of the school and community; and gaining knowledge about community resources. This clinical study of your student teaching activities in the classroom will enable you, the cooperating teacher, and the faculty field advisor to document and analyze the professional abilities that you will be developing this semester.

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

1. Participate in a structured, college-supervised practicum learning experience (32 days within grades 1-3) in which you apply successfully the strategies and skills presented through the teacher education program.

2. Document the students’ developmental and learning needs and integrate those needs with the scope, goals and teaching methods that you plan to use in the classroom, all in the context of the school’s mandates and standards.

3. Prepare organized plans for individual lessons across the semester with objectives and strategies that meet the needs of students with and without exceptionalities including students whose primary language is not English.

4. Monitor and reflect on your progress in the practicum, adjusting your performance, and blending theory and practice in the classroom setting.

5. Construct and implement a Constructive Action project that is integrated into your practicum.
6. Document and analyze the effectiveness of your Constructive Action and formulate long-range plans for other learning opportunities for students with and without exceptionalities including students whose primary language is not English.

Assessment

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

**Purpose 2 Seminar: Analysis of Teaching Behavior**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Assignments: Lesson Planning and Analysis of Instruction and Student Learning</td>
<td>25%</td>
</tr>
<tr>
<td>Constructive Action Document</td>
<td>55%</td>
</tr>
<tr>
<td>CA Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Teaching Practicum: Grades 1-3**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Attendance &amp; Lateness: 32 full school days*</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 1 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 2 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 3 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Attendance and Lateness Policy

1. Student Teachers are required to accurately record attendance by maintaining a time-clock attendance card that must be submitted at the end of the month to the CA seminar professor. The time-clock card will also be examined by the college field supervisor every time he or she visits the school.

2. Student Teachers should take a picture of their time cards at the end of each week, and email those pictures to their field supervisor. Additionally, Student Teachers should make copies of each time-clock card for their own records.

3. Student Teachers must complete the requirement of 33 full days during the semester.

4. All candidates are required to report to their assigned school 15 minutes prior to the official start of the school day and remain until 15 minutes after the dismissal of the students.

5. Every time a Student Teacher clocks in more than 10 minutes late or leaves before the end of the day, 1% will be deducted from the 25% attendance /lateness component of their overall grade and/or make up the time in actual hours at the field supervisor’s discretion.

6. Student Teachers who fail to either clock in or out will be required to make up half-a-day of student teaching.

7. Student Teachers have the responsibility to contact both the school and the college supervisor of an absence or lateness.
8. The first one or two days of absences will not require documentation as evidence for the cause of the absence(s) nor will percentage points be deducted. However, the day(s) must be made up.

9. Beginning with the third day, 2% will be deducted. If acceptable documentation evidencing that the absence was due to illness, or a serious emergency situation 1% rather than 2% will be deducted.

10. Student Teachers who clock in or out for other students, or who have someone else clock in or out for them, will be subject to disciplinary action and failing EDU 520 CON or EDU 530 CON.

11. Times may not be handwritten on the time card unless the clock is not working. However, if a time clock is not working properly Student Teachers will be required to get the signature of the school secretary or principal to verify the time they arrived at or left the placement.

12. Student teachers must generally move with the students to scheduled activities throughout the school day unless the Cooperating Teacher(s) schedules a planning meeting or work session during his/her own scheduled Prep Period. At least one Prep Period or other time period should be set aside each week with the Cooperating Teacher(s) to initiate a debriefing of the Student Teacher’s planning, instruction, and assessment. Advisement and feedback should also take place on a daily basis before or after school and/or between each lesson.

13. A lot of time and effort goes into scheduling formal observations, and as such if a Student Teacher must cancel an observation due to illness, or a serious emergency situation, he or she must contact the field supervisor no later than 6:30 AM via email and should provide the field supervisor with appropriate documentation prior to next meeting. Failure to do so will result in a 5% deduction from the total 15% of that formal observation component.

Note: If lateness is unavoidable due to a train delay, candidates may be required to hand in a Subway Delay Verification form if delays are not due to apparent reasons such as severe inclement weather. Such verification can be acquired electronically at the following:

http://enterprise.mtanyct.info/DelayVerify/delayRequest.aspx

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

Required Text

Readings Recommended


Websites and Databases

Use the following links for lesson plans:
- Common Core State Standards: [www.engageny.org](http://www.engageny.org)
- NYSED Curriculum, Instruction & Instructional Technology: Core Curriculum: *Grade-Specific Indicators*. From the home page below, click on Core Curriculum Guidance in left column, go to appropriate subject area, English Language Arts, Math or Social Studies, then select grade level: [http://www.emsc.nysed.gov/ciai/](http://www.emsc.nysed.gov/ciai/)
  
  For example: New York State English/Language Arts Standards: Grade-Specific Performance Indicators: [http://www.emsc.nysed.gov/ciai/ela/elacore.htm](http://www.emsc.nysed.gov/ciai/ela/elacore.htm)


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


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


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

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

*Please note that during the Summer Semester, candidates are only required to include only 8 lesson plans in their CA Documents

**Lesson Planning, Observations and the Constructive Action Project (CA):** You are required to prepare, teach and fully document 10* lesson plans during your student teaching experience, three of which will be observed and evaluated jointly by the college field supervisor and the cooperating teacher. Each one should be in literacy, math and social studies. Follow the lesson plan outline, located at end of this handbook. However, you are expected to plan and teach more than 10* lessons, and that additional documentation is limited to your own field notes. These lessons and your Instructional Decision-Making (CA Part III) and your Analysis of Student Learning (CA Part IV) form the basis for your CA. Planning and presenting lessons will gradually increase in scope and frequency across the student teaching period. Planning and practice teaching will be assessed through regular conferences and evaluations with your cooperating teacher and your faculty supervisor. Carefully follow the syllabus, the CA Outline, and rubrics, for these instructions from the criteria for the Seminar grade.

The Reflection Sheet of each of the 10* lessons taught are to be recorded immediately and should correspond to the Implementation Log. Your analysis of each lesson, written in past tense, should include the questions listed in the guide. **After each lesson, select work samples from the students in your study group.** Scan or photograph these worksheets and include with each lesson analysis. Summaries from these analyses will be consolidated in CA V. Reflection and Self-Evaluation

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

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

**Purposes 2 – Purpose Seminar**

**Class Sessions**

In addition to the 3 jointly observed lessons that require extensive documentation (as per instructions in the CA document outline), you **must also submit the other 7* additional lesson plans** that will be evaluated by the cooperating teacher. These lesson plans will be for lessons
performed in your cooperating classroom but not observed jointly by the college field supervisor and cooperating teacher. These additional lesson plans must be planned, implemented, and reflected upon, prior to the end of your student teaching assignment.

Note: In the edTPA you will be asked to plan for a Learning Segment that is a series of 3-5 integrated lessons within a larger curricular unit that is to be planned using Understanding by Design guidelines. (See Moore, Chapter 6)
In the instructions that follow, the terminology used by the edTPA appears in bold, italicized font.

Session #1: Introduction to the course: purposes, themes, and requirements; examining, designing, and planning for instruction. (1-12-15)
Review of required texts and academic requirements, reading, and writing tips.
Overview of Constructive Action (CA) document outline, noting similarities and differences between Purpose 1 and Purpose 2.
Discussion of lesson plan format, noting similarities and differences between Purpose 1 and Purpose 2
In-class beginning drafting of Parts I A.
Discussion of ALST test receipt requirement for next week.

Session #2: Observing and analyzing the teaching-learning process.
A copy of the receipt for registering for the EAS exam will be collected. (1-20-15)
In-class discussion of assigned readings.
In-class discussion of student teaching.
In-class discussion of Study Group (3 students). In-class work selecting and describing 3 students (IEP, ELL, and a struggling learner) using Part I D 2 of the CA outline.
In-class drafting of Outline for Study Group.
Discussion of Implementation Logs included in Part VII of the CA document.

Assignment due this session:
Part 1A

Session #3: Analyzing the Teaching and Learning Process (1-26-15)

***Online Session***
Review of guidelines for EdTPA Student Work Samples.
https://www.youtube.com/watch?v=CrswGvQQMug
Watch Video and reflect upon the types of student work samples you will collect during your learning segment.

Assignment due this session:
1) In the field: implementation of your first observed lesson (date and time to be determined by field supervisor)
2) CA Part Ib, Ic,Id
3) Read Goethals, Chapter 2: “Examining the planning process” focusing especially on pp. 19-28 and Goethals, Chapter 3: “Designing and planning instruction” focusing especially on pp. 35-42.

Session #4: Practicing Lesson Presentation Strategies and Questioning Strategies (2-2-15)
In-class analysis of a student work sample applying the specific guidelines. (Bring in to class)
In-class discussion of assigned readings.
In-class discussion of student teaching.

Assignment due this session:
1) CA part IIa, IIIa, IVa
2) NOTE: Students are advised to complete at least two of the required but not-observed lesson plans, implementations, and reflections this week.
3) Read Goethals, Chapter 6: “Practicing lesson planning strategies” focusing especially on pp. 77-83 and Chapter 7: “Stimulating critical thinking: Questioning strategies” focusing especially on pp. 88-93

Session #5: Assessing Teaching and Learning (2-9-15)
In-class discussion of criteria for Student Work Samples.
In-class analysis of a student work sample applying the specific guidelines. (Bring samples to class)

Assignment due this session:
1) In the field implementation of your second observed lesson (time and date to be determined by field placement supervisor)
2) CA part Va, VIa, VIIa,
3) Completed non observed lesson plan (CA part IVd)
4) Completed non observed reflection for (CA part VIId and VIIe)
5) Read Goethals, Chapter 11: “Assessing student learning and communicating learning” focusing especially on pp. 143-153 and Chapter 13: “Reflecting on and evaluating teaching” focusing especially on pp. 177-186.

Session #6: Accommodating Diversity (2-23-15)
In-class analysis of a student work sample applying the specific guidelines. (Bring sample to class)
In-class discussion of assigned readings.
In-class discussion of student teaching.

Assignment due this session:
1) 1) CA part IIb, IIIb, IVb
2) Completed non observed lesson plan (CA part IVf)
3) Note: Students are advised to complete two (2) of the required but not-observed lesson plans, implementations and reflections this week.

Session #7: The Learning Climate (3-2-15)
***Online Session***
analysis of two student work samples applying the specific guidelines.

Assignment due this session:
1) In the field implementation of your third observed lesson (time and date to be determined by field placement supervisor)
2) CA part Vb, VIb, VIIb
3) Completed non observed lesson plan (CA part IVg)
4) Completed non observed reflection for (CA part VIIf and VIIg)
5) NOTE: students are advised to complete three (3) of the required but not-observed lesson
6) Read Goethals, Chapter 9: “Creating a learning climate” focusing especially on pp. 113-121 and Chapter 10: “Maintaining the learning climate” focusing especially on pp. 120-136.

Session #8 Reflecting On Teaching (3-9-15)
In-class discussion of assigned readings.
In-class analysis of a student work sample applying the specific guidelines. (Bring in to class)

Assignment due this session:
1) CA part IIc, IIIc, IVc
2) Completed non observed lesson plan (CA part IVh)
3) CT completes Proficiencies Evaluation Form.
4) Read Goethals, Chapter 13: “Reflecting on and evaluating teaching” focusing especially on pp. 177-185.

Session #9: Integrating Technology and Assistive Technology (3-16-15)
In-class discussion of assigned readings.
Workshop integrating assistive technology
In-class drafting of Early Literacy Experience Reflection.

Assignment due this session:
1) CA part Vc, VIc, VIIc
2) Completed non observed reflection for (CA part VIIf and VIIg, VIIh)
3) Fall and Spring semester only:
   Completed non observed lesson plan (CA part IV I and IV j).
   Completed non observed reflection for (CA part VII I and VIIj)
4) Read Goethals, Chapter 5: “Integrating technology into teaching and learning” focusing especially on pp. 60-66.

Session #10: Toward Professional Development (3-23-15)
In-class discussion of assigned readings.
CA Rubric review and in class editing of CA draft

**Assignment due this session:**
1) Final draft of constructive action due
2) Read Goethals, Chapter 14: “Continuing the professional journey” focusing especially on pp. 191-196 and Chapter 15: “Searching for a professional teaching position begins with you” focusing especially on pp. 204-211.

**Session #11: Collaboration (3-30-15)**
In-class discussion of assigned readings.
Peer editing begins

**Assignment due this session:**
1) Updated edited draft of constructive action due
2) Read Goethals, Chapter 12: “Collaborating with colleagues, parents, and community” focusing especially on pp. 161-171.

**Session #12 Coming Down the Home Stretch (4-6-15)**
Peer editing continues. Completed peer rubric and self-assessed rubric to be completed

**Assignment due this session:**
FINAL PROJECT DUE: Constructive Action
1) Prepare a PowerPoint presentation of some aspect of your Constructive Action this semester.
2) Completed and carefully revised final CA Document is due. Submissions must take the form of:
   2 paper copies (one of which is printed out on 3-hole binder paper) and
   1 electronic copy on a CD. The student should make a second CD for his/her future use.

**Session #13: Setting Future Goals and Expectations (4-13-15) ***Online Session***

Prepare a Power point presentation on your experience during student teaching

**Session #14 Review of CA Effective Teaching (4-20-15)**
Power point presentations continue
Final reflections on semester and introduction to EdTPA exam
Constructive Action (CA) Document
Purpose 2: Teaching Effectively

CA Document Description:

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

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

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

**Front Matter:**

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

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

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

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

This checklist below is aligned to the ACEI and CEC teacher preparation standards. All listed evidence should be contained in your Constructive Action Document in the following order:

**Part I – Contextual Factors.** TWS Standard: The teacher candidate uses information about the learning/teaching context and the students’ individual differences to set learning goals, plan instruction and assess learning. Using knowledge of the classroom, students, school, and community as a starting point for lesson planning.

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

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

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

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

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

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

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

D – Academic Considerations

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

- a) Describe the similarities and differences of the students according to their interests, strengths and areas of growth.
- b) Examine academic development in reading, writing, language, and math on early intervention, progress monitoring, formal and informal assessments.
- c) Identify individual students with special needs, including children with IEP’s and English Language Learners (ELLs), describing their language abilities and types and levels of services they are receiving.

2 – Description of the smaller instructional group. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:
a) Describe students’ strengths and area for growth specifying initial skill levels in reading, writing and math, to establish a base line that you will refer to at the close of the semester. Include Observation data from a Small Group activity as well as student data from an Interview. This initial data will be used in the Pre-Post Group Summary table in Part VI.

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

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

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

Suggested length: 4-6 pages, including chart.

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

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

[Note: For edTPA purposes, the “performance” verb should take the form of a *Language Function* (e.g. the students will “analyze . . .” “identify . . .,” “describe . . .,” or “explain . . .”). In edTPA, the whole statement of instructional objectives is called a *Key Learning Task*.] Then in a separate paragraph, justify your planning decisions. Explain in detail the reasoning behind the instructional objective (i.e. the *Key Learning Task*) that you have chosen for your observed mini-lesson.

- What prior knowledge and/or skill do the students have of the specific *Language Function* that you are teaching? What knowledge and/or skill do they lack?

- In the planned lesson, will you have to include instruction in other kinds of *Language Demands*, e.g.

  *Discourse* (the overall structure of the product)
  *Syntax* (sentence-level format)
  *Vocabulary* (actual word use).

- Discuss how the instructional objective (*Key Learning Task*) relates to the theories of learning and child development that you have been introduced to in your other courses here at MCNY. Why is this particular lesson appropriate for your learners at this particular stage of their cognitive development? In terms of required edTPA commentary, “Explain how your understanding of your students’ prior academic
learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials” (SCALE, 2013, prompt 3a, p. 18). Make specific references to several theorists and assigned texts from your Values, Self and Others, Systems, and Skills dimension courses. Then in a separate paragraph, justify your planning decisions. Explain in detail the reasoning behind the instructional objective (i.e. the **Targeted Learning Objective**) that you have chosen for your observed mini-lesson.

- What prior knowledge and/or skill do the students have of the specific form of mathematical understanding that you are teaching? What knowledge and/or skill do they lack? If possible, base your commentary on specific prior assessments of the students’ skills.

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

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

1 - **General goals** must be **significant, challenging, and varied.** Begin statements with e.g. “My overall goal for my learners is that they . . .”
2 - **Instructional objectives** must be **clear** and contain four elements: , a condition (“Given . . .” or “After . . .”), a performance (“the students will . . .”), a product, and a criterion;
3 – Each instructional objective must be followed by a **rationale** as to why that objective is appropriate for the development, pre-requisite knowledge, skills, and other student needs. With APA-cited references to knowledge gained in your dimension courses, include specific references to the following factors:
   - Reading, writing, and /or math data collected;
   - Behavior
   - Pre-requisite knowledge
   - Child development and/or learning theory
4 – Each objective must be **aligned with national, state, and Common Core standards.** State why your objectives incrementally lead your students to achieving the learning goals and ultimately the standards expected of them.

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

Task: Design assessment plans to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.
Include specific plans for both informal and formal assessments. The assessment should provide opportunities for students to demonstrate Conceptual understanding Computational/procedural fluency And/or mathematical reasoning/problem solving skills (edTPA, 2013, p. 41).

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

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

1 - Assessments must be aligned with learning goals and instructional objectives. List and describe all formal assessments used (including formative and summative assessment).

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

3 - The assessment plan must include multiple, developmentally appropriate assessment modes. List and describe all informal assessments used within each lesson. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:
   - Questioning
   - Grouping strategies
   - Differentiation strategies
   - Non-verbal signal continuity strategies
   - Walking around to monitor work

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

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

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

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

***Please Note: Field Supervisors will observe 1 math lesson, 1 ELA lesson, and 1 Social Studies lesson

A – Lesson plan for the first lesson-ELA  
B – Lesson plan for the second lesson-ELA  
C - Lesson plan for the third lesson-ELA  
D - Lesson plan for the fourth lesson-Math
E - Lesson plan for the fifth lesson-Health Education
F – Lesson plan for the sixth lesson-Math.
G - Lesson plan for the seventh lesson-Science
H - Lesson plan for the eighth-Social Studies

Only to be completed in the fall and spring semester (not during the summer semester)
I - Lesson plan for the fifth lesson-ELA
J – Lesson plan for the sixth lesson-Math.

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

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

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

1. Materials/Equipment
2. Pre-assessment of Students Knowledge & Skills
3. National/New York State Learning Standards/Core Curriculum
4. Objectives
5. Introduction/Motivation
   - Hook
   - Connection
   - Model
   - Guided Practice
5. Introduction/Motivation
6. Developmental Activities/Procedures I.e. how will the students **Practice** and provide evidence that they have mastered the **conceptual understanding, procedural fluency, and/or mathematical reasoning/problem-solving skills you have just taught them?**
7. Closure
8. Methods of Assessment
   - Whole Group
     - During lesson:
     - End of lesson:
   - Small Study Group
     - During lesson:
     - End of lesson:
9. Cultural and linguistic Diversity
10. Differentiation for Students with exceptionalities, ELLs, etc.
11. Connections across the Curriculum
12. Lesson Plan Language, Grammar, Punctuation, Spelling
13. Sources Cited

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

   All lessons must be standards based.
   “Teacher explanation” in each section of each lesson plan is:
   - Student centered
   - Grade level appropriate
   - Connected to students’ prior knowledge
Detailed
3 - Lesson **sequencing** must move students towards higher levels of learning (also refer to Assessment Plan, Section 4)
   - Lessons are aligned to learning goals.
   - Lesson objectives integrate Bloom’s Taxonomy.
   - Lesson objective, formative assessment, and instructional activities are aligned
   NOTE: The Integrated Curriculum Unit Plan completed in your Self and Others dimension course should be inserted here.
4 - Candidate must use a **variety of instruction, activities, assignments, and resources**. This variety makes a clear contribution to learning.
5 - All instruction should be designed with reference to **contextual factors and pre-assessment data** in mind. Include the following for each lesson:
   - Differentiated instructional strategies are listed and described for each “group characteristic”.
   - Diagnostic and formative assessment data justifies starting point of unit.
   - “Teacher explanation” activates prior knowledge
   - Grouping strategies based on student needs
   - Various types of focused and essential questions
6 – Lessons should demonstrate the **use of technology including assistive technology** (when applicable) that contributes to student learning:
   Each lesson should use **at least one** of the following:
   - Smartboard
   - Assistive Technology (when applicable)
   - PowerPoint
   - Word Processor
   - Internet (i.e. websites, instructional videos, etc.)
   - Excel

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

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

   A – Instructional decision-making for the first lesson observed jointly by the field supervisor and cooperating teacher
   B – Instructional decision-making for the second lesson observed jointly by the field supervisor and cooperating teacher
   C - Instructional decision-making in the third lesson observed jointly by the field supervisor and cooperating teacher

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

1 - All instructional, behavioral, and/or curricular decisions are instructionally considered **“sound”** if a rationale is provided as to why you used those specific curricular and instructional decisions in the **planning stage**.
2 - With APA-cited references to knowledge gained in your dimension courses, describe the modifications of you made during the lesson to address individual student needs. This description should include the following:
   - Exact video time of instructional modification
   - Identification and analysis of behavior
   - What you did to address behavior
   - Why you believed those actions would help that student

3 - Describe the outcome of the modifications made to instruction. How did these modifications enable the student(s) to meet the lesson objective? OR If the modifications did not make a difference, what would you have done differently?

Suggested length: 3-4 pages

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

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

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

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

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

Suggested page length: 3-4 pages, including graphs
Part VII – Reflections and Response. TWS Standard The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

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

A – Reflections on the first lesson observed jointly by the field supervisor and cooperating teacher
B – Reflections on the second observed lesson observed jointly by the field supervisor and cooperating teacher
C - Reflections on the third observed lesson observed jointly by the field supervisor and cooperating teacher

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

1 - For your interpretation of student learning, use evidence to support conclusions drawn in “Analysis of Student Learning” section. Why did some students not meet the learning goals? With APA-cited references to knowledge gained in your dimension courses, consider the following:
   Identify patterns of growth, problem-solving techniques and social habits that inhibited or fostered student growth.
   Provide highlights from specific examples from lessons, events, and/or student work samples.
2 – Provide insights on effective instruction and assessment by identifying successful and unsuccessful activities and assessments and provide rationale for their success or lack thereof. Based on your response to the assigned “EdTPA Reflection Questions,” complete a four-paragraph implementation log for each of the lessons in your CA document.
3 - Discuss alignment among goals, instruction and assessment.
4 - Discuss implications for future teaching. Describe three or more goals for professional growth in the areas of teaching, student learning and professional ethics. Describe how these changes would support your development as an effective learner and teacher.

Suggested page length: 2-3 pages

EdTPA reflection questions: After the completion of each lesson, candidates are to complete the following reflection questions. They are to be added to your final CA document as well as your EdTPA Curriculum Unit Project for EDU 521

1 – What specific standards or objectives were measured by the assessment that the students completed?

2 – Provide a graphic (table or chart) or a summary of the student learning that resulted from your lesson. Then analyze the patterns of learning that the results reveal, both for the whole class and for the children with special needs. What does the assessment tell you about the effectiveness of your instruction? Which strategies were successful and which ones were unsuccessful?
3 – Based on your analysis of student learning provided by the assessment, describe some possible next steps for instruction, both for the whole class and for the students with exceptional learning needs.
Purpose 2 Constructive Action Assessment Rubric

Candidate_____________________________    Semester________________
Faculty________________________________    Date____________________

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

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

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
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<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Community, School and Classroom Factors (ACEI 3.1) (CEC 1)</td>
<td>Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Knowledge of Characteristics of Students (ACEI 3.1) (CEC 1)</td>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student difference(e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).es</td>
<td>Teacher candidate displays some general knowledge of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).</td>
<td>Teacher candidate displays satisfactory understanding of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).</td>
<td>Teacher candidate displays a comprehensive and in-depth understanding of student differences (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).</td>
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<td>Knowledge of Students’ Varied Approaches to Learning (ACEI 3.2) (CEC 1)</td>
<td>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.</td>
<td>Teacher candidate displays some general knowledge about the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>Teacher candidate displays satisfactory understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>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.</td>
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<tr>
<td>Knowledge of Students’ Skills And Prior Learning (ACEI 1) (CEC 1)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Implications for Instructional Planning and Assessment (ACEI 3.1) (CEC 4)</td>
<td>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.</td>
<td>Teacher candidate provides some general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher candidate provides satisfactory implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher candidate provides in-depth implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
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### Part II – Learning Goals and Instructional Objectives

*The teacher candidate sets significant, challenging, varied and appropriate learning goals.*

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</table>
| **Significance, Challenge and Variety**  
(ACEI 3.1)  
(CEC 4) | Goals reflect only one type or level of learning and are neither significant nor challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities. | Goals reflect several types or levels of learning but lack significance or challenge in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities. | Goals reflect several types or levels of learning and are either significant or challenging but not both, in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities. | Goals reflect several types or levels of learning and are significant and challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities. |       |
| **Clarity**  
(ACEI 3.1)  
(CEC 4) | Goals are not stated clearly and are activities rather than learning outcomes. | Some of the goals are clearly stated as learning outcomes. | Most of the goals are clearly stated as learning outcomes. | All of the goals are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria. |       |
| **Appropriateness For Students**  
(ACEI 3.2)  
(CEC 4) | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences, or student exceptionality. | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality. | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality. | All goals are appropriate for the development, pre-requisite knowledge, skills, experiences, and student exceptionality. |       |
| **Alignment with National, State or Local Standards**  
(ACEI 3.1)  
(CEC 3) | Goals are not aligned with national, state or local standards. | Some goals are aligned with national, state or local standards. | Most of the goals are explicitly aligned with national, state or local standards. | All of the goals are explicitly aligned with national, state, or local standards. |       |
### Part III – Assessment Plan: (The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.)

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<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction (ACEI 4, CEC 5)</strong></td>
<td>Goals are not assessed through the assessment plan.</td>
<td>Some of the goals are <em>partially</em> assessed through the assessment plan.</td>
<td>Each of the goals is <em>satisfactorily</em> assessed through the assessment plan.</td>
<td>Goals are <em>comprehensively</em> assessed through the assessment plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance (ACEI 4, CEC 5)</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the goals.</td>
<td>Assessment criteria and standards for performance have been developed, but they are not clear or are not explicitly linked to the goals.</td>
<td>Assessment criteria and standards for performance are <em>somewhat</em> clear and are <em>partially</em> linked to the goals.</td>
<td>Assessment criteria and standards for performance are clear and are <em>explicitly</em> linked to goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches (ACEI 4, CEC 5)</strong></td>
<td>The assessment plan does not include a formal assessment.</td>
<td>The assessment plan is limited to one formal assessment mode.</td>
<td>The assessment plan includes some formal assessment modes.</td>
<td>The assessment plan includes multiple developmentally appropriate formal assessment modes (e.g. providing more time to complete worksheet if stipulated in IEP etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness (ACEI 4, CEC 5)</strong></td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>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.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td>Assessments are clearly valid; scoring procedures are carefully explained; all items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
</tbody>
</table>
### Adaptations Based on the Individual Needs of Students (ACEI 3.2, CEC 4)

| Teacher candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. | Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students including those with exceptionalities. | Teacher candidate makes satisfactory adaptations to assessments that are appropriate to meet the individual needs of most students including those with exceptionalities. | Teacher candidate makes comprehensive adaptations to assessments that are appropriate to meet the individual needs of all students including those with exceptionalities. |

### Part IV - Lesson Planning/Designs for Instruction

The teacher candidate designs instruction for specific goals, student characteristics and needs, and learning contexts.

Items 1-11 are used for both CEC and ACEI Assessment #3 - Lesson Planning Assessment

The ratings for each lesson plan will be scored separately. The average scores across all ten lessons will be entered into each category in the rubric and the overall proficiency rating will be based on the Scoring Guide below. An average rating of 1-4 will also be entered in the specific ACEI content area chart below.*

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
<th>2 Approaching Proficiency</th>
<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials and Technology including Assistive Technology, if applicable. (CEC 5) (ACEI 3.1)</td>
<td>No materials listed.</td>
<td>List and description of materials (and technology) needed is incomplete or inappropriate for students with and without exceptionalities</td>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests, and cultural/linguistic factors of students with and without exceptionalities.</td>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests, and cultural/linguistic factors and fosters critical thinking to enhance learning of students with and without exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>2. Pre-assessment (CEC 5) (ACEI 4)</td>
<td>Pre-assessment not listed.</td>
<td>Pre-assessment tool is listed but it does not provide evidence of students’ with and without exceptionalities knowledge/skills prior to the lesson.</td>
<td>Pre-assessment tool is listed and it provides some evidence of students’ with and without exceptionalities knowledge/skills prior to the lesson.</td>
<td>Pre-assessment tool is listed and it provides clear evidence of related students’ with and without exceptionalities knowledge/skill</td>
<td></td>
</tr>
<tr>
<td><strong>3. Content-Specific Standard(s)</strong> (CEC 3) (ACEI 2.1 – 2.6* see below)</td>
<td>No standard listed.</td>
<td>NY State and national standards are listed but are not relevant and/or are not cited.</td>
<td>NY State and national standards are relevant, implemented and are listed with appropriate citation.</td>
<td>NY State and national standards are relevant, implemented, listed with appropriate citation and integrated.</td>
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</tr>
<tr>
<td><strong>4. Objectives</strong> (CEC 5) (ACEI 3.1)</td>
<td>No individualized learning objectives listed.</td>
<td>Individualized learning objectives partially describe what student learning expectations are or how students with and without exceptionalities will meet them.</td>
<td>Individualized learning objectives describe what learning expectations are and how students, including students with and without exceptionalities, will meet them but not in observable terms.</td>
<td>Individualized learning objectives fully describe in observable terms what learning expectations are and how students with or without exceptionalities, will meet them.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Introduction/Motivation</strong> (CEC 2) (ACEI 3.4)</td>
<td>No introduction/motivation/ connection listed.</td>
<td>Introduction attempts to engage students, and connect to prior learning or learning objectives.</td>
<td>Introduction engages all learners, including students with or without exceptionalities and provides effective connection to prior knowledge, abilities, interests, cultural, and linguistic factors.</td>
<td>Introduction masterfully engages all learners, including students with or without exceptionalities, and provides masterful connection to prior knowledge, abilities, interests, cultural, and linguistic factors.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Activities/Steps</strong> (CEC 5) (ACEI 3.1)</td>
<td>No activities/steps listed for students with exceptionalities.</td>
<td>Planned individualized instruction is partially aligned with objectives and sequenced, for students with or without exceptionalities.</td>
<td>Planned individualized instruction is aligned with objectives, sequenced, and promotes successful transitions for students with or without exceptionalities.</td>
<td>Planned individualized instruction is aligned with objectives, sequenced, promotes successful transitions, critical thinking.</td>
<td></td>
</tr>
<tr>
<td>7. Closure (CEC 5) (ACEI 3.1)</td>
<td>No closure listed or implemented for students with exceptionalities.</td>
<td>Includes closure methods that do not strengthen and compensate for deficits in perception, comprehension, memory and retrieval for student with or without exceptionalities.</td>
<td>Includes logical closure methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval for students with or without exceptionalities.</td>
<td>Includes a variety of logical closure methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval for students with or without exceptionalities. Includes a link to future learning.</td>
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<tr>
<td>8. Assessment (CEC 4) (ACEI 4)</td>
<td>No assessment plan for students with exceptionalities.</td>
<td>Assessment is poorly defined with limited connections to lesson objectives.</td>
<td>Assessment requires students with and without exceptionalities, and those from culturally and linguistically diverse backgrounds, to apply knowledge or demonstrate understanding of objectives.</td>
<td>Exceptionality-specific assessment requires students with and without exceptionalities, and those from culturally and linguistically diverse backgrounds to apply knowledge or demonstrate understanding of objectives.</td>
<td></td>
</tr>
<tr>
<td>9. Cultural and linguistic diversity integrated into the lesson (CEC 5) (ACEI 3.2)</td>
<td>Cultural and linguistic needs of students with exceptionalities are not addressed and there is no explanation.</td>
<td>Cultural and linguistic needs of students with exceptionalities are minimally addressed or are inappropriately addressed.</td>
<td>Cultural and linguistic needs of students with and without exceptionalities are clearly explained, addressed, and met.</td>
<td>Cultural and linguistic needs of students with and without exceptionalities are clearly explained, addressed, and met through the use of critical thinking and problem solving strategies.</td>
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<tr>
<td></td>
<td>Individualized instruction is not adapted to meet the learning needs of students with exceptionalities.</td>
<td>Individualized instruction is not adapted to meet the learning needs of students with exceptionalities in one-to-one, small-group, and large-group settings.</td>
<td>Individualized instruction is adapted to meet the learning needs of students with and without exceptionalities in one-to-one, small-group, and large-group settings that enhance social participation.</td>
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<tr>
<td>10. Differentiation for students with exceptional learning needs (CEC 5) (ACEI 3.2)</td>
<td>No academic subject matter and cross-disciplinary skills of the general curriculum are integrated.</td>
<td>Academic subject matter and cross-disciplinary skills of the general curriculum are inappropriately integrated.</td>
<td>Academic subject matter and cross-disciplinary skills of the general curriculum is appropriately integrated.</td>
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</tr>
<tr>
<td>11. Connections Across Curriculum (CEC 5) (ACEI 3.1)</td>
<td>Incomprehensible lesson plan. -Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Several grammatical and mechanical errors.</td>
<td>Sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. -A few grammatical and mechanical errors.</td>
<td>Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Lesson Plan Language, Grammar, Punctuation, Spelling</td>
<td>Sources not cited</td>
<td>Sources are not cited with enough detail.</td>
<td>All sources are cited so another teacher could locate sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Citation of Sources</td>
<td>Lesson Planning Assessment Scoring Guide (Items 1-11):</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Score:**

- **38.5 - 44** exceeding proficiency
- **33 - 38.5** proficient
- **27.5 - 33** approaching proficiency
* ACEI and CEC Curriculum Standard Proficiency Level Applicable to Lesson Planning (Ratings: 1, 2, 3, or 4)

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
<th>2 Approaching Proficiency</th>
<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Professional Practice <em>(ACEI 5.1, CEC 6)</em></td>
<td>Many instructional decisions fail to lead to student learning and fail to promote independence.</td>
<td>Most instructional decisions are not likely to lead to student learning and promote independence.</td>
<td>Most instructional decisions are likely to lead to student learning and promote independence.</td>
<td>All of the instructional decisions are likely to lead to student learning and promote independence.</td>
<td></td>
</tr>
<tr>
<td>Modifications Based on Analysis of Student Learning <em>(ACEI 4, CEC 4)</em></td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>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,</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student</td>
<td>Exemplary modifications of the instructional plan are made to address all individual student needs. These modifications are informed by an in-depth</td>
<td></td>
</tr>
</tbody>
</table>
### Congruence Between Modifications and Learning Goals (ACEI 3.2, CEC 4)

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
<th>2 Approaching Proficiency</th>
<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Presentation (ACEI 4) (CEC 5)</td>
<td>Modifications in instruction do not keep students on course to achieving the learning goals.</td>
<td>Modifications in instruction keep students, including students with exceptionalities, on course to achieving some learning goals.</td>
<td>Modifications in instruction keep students, including students with exceptionalities, on course to achieving most learning goals.</td>
<td>Modifications in instruction keep students, including students with exceptionalities, on course to achieving all learning goals.</td>
<td></td>
</tr>
<tr>
<td>Alignment with Learning Goals (ACEI 3.1) (CEC 4)</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>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</td>
<td>Analysis is mostly aligned with learning goals and provides an adequate profile of student learning for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
</tbody>
</table>

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

- **Rating → Indicator**: Clarity and Accuracy of Presentation (ACEI 4) (CEC 5)
- **1 Below Proficiency**: Presentation is not clear and accurate; it does not accurately reflect the data.
- **2 Approaching Proficiency**: Presentation is understandable and contains few errors.
- **3 Proficient**: Presentation is easy to understand and contains no errors of representation.
- **4 Exceeding Proficiency**: Presentation employs exemplary effective communication techniques that foster active inquiry. Analysis of student learning is carefully and comprehensively presented.
- **Alignment with Learning Goals (ACEI 3.1) (CEC 4)**: Analysis of student learning is not aligned with learning goals.
<table>
<thead>
<tr>
<th>Part VII – Reflections and Response</th>
<th>The Teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Interpretation of Student Learning (ACEI 5) (CEC 5)</th>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
<th>2 Approaching Proficiency</th>
<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>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.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Insights on Effective Instruction and Assessment (ACEI 5.1, CEC) | Provides no rationale for why some activities or assessments were more successful | Identifies successful and unsuccessful activities or assessments and superficially explores | Identifies successful and unsuccessful activities and assessments and | Identifies successful and unsuccessful activities and assessments and | |

<p>| Evidence of Impact on Student Learning (ACEI 4, CEC 5) | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful, and appropriate conclusions are drawn from the data. | Interpretation is unusually insightful and useful conclusions are drawn from the data. | 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. |</p>
<table>
<thead>
<tr>
<th>Alignment Among Goals, Instruction and Assessment (ACEI 5.1, CEC 6)</th>
<th>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.</th>
<th>Connects goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</th>
<th>Logically connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.</th>
<th>Logically and artfully connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for Future Teaching (ACEI 5.1) (CEC 6)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Provides ideas based on well-founded research 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.</td>
</tr>
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</table>

CA Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding Proficiency</td>
<td>109-124</td>
</tr>
<tr>
<td>Proficient</td>
<td>93-108</td>
</tr>
<tr>
<td>Approaching Proficiency</td>
<td>78-92</td>
</tr>
<tr>
<td>Below Proficiency</td>
<td>Below 78</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Met with Distinction</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials and Technology including Assistive Technology, if applicable. (ACEI 3.1) (CEC 5)</td>
<td>No materials listed.</td>
<td>List of materials (and assistive technology) needed is incomplete or inappropriate for subject or students’ needs.</td>
<td>Lists and describes essential materials and assistive technology. Considers abilities, interests and cultural/linguistic factors of student with and without disabilities. Sample materials are included with plan with references for sources</td>
<td>Materials are fully described and referenced in APA style. Plan demonstrates creative use of materials to foster critical thinking. Technology complements and enhances learning.</td>
<td></td>
</tr>
<tr>
<td>2. Pre-assessment including brief summary of Study Group (ACEI 4) (CEC 4)</td>
<td>Pre-assessment not listed for all students including students with disabilities</td>
<td>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</td>
<td>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.</td>
<td>Pre-assessment tool is listed and it provides clear evidence of related students’ knowledge/skill s prior to the lesson for all students including students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>3. Content-Specific Standard(s) (ACEI 2.1-2.6*) (CEC 3)</td>
<td>No standard listed.</td>
<td>Standard(s) are listed but are not relevant and/or are not cited.</td>
<td>Relevant, incomplete content-specific standard(s) are listed with appropriate citation.</td>
<td>All relevant, content-specific standard(s) are listed with appropriate citation.</td>
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<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4. Objectives (ACEI 3.1) (CEC 5)</td>
<td>No objective listed for all students including students with disabilities</td>
<td>Objective(s) partially describe what student learning expectations are or how students will meet them for all students including students with disabilities.</td>
<td>Individualized 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 and whose primary language is not English.</td>
<td>Individualized objective(s) fully describe in observable terms what learning expectations are and how students will meet them for all students including students with disabilities and whose primary language is not English.</td>
<td></td>
</tr>
<tr>
<td>5. Introduction/Motivation (ACEI 3.4) (CEC 2)</td>
<td>No introduction/motivation/connection listed and includes a Hook, Behavior Expectation, a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction.</td>
<td>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.</td>
<td>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 for students with and without exceptionalities and whose primary language is not English.</td>
<td>Introduction masterfully engages all learners and provides masterful connection to prior knowledge and includes a Hook, Behavior Expectation, and a Model of the Performance Objective, Guided Practice, and considers providing differentiated instruction for students with and without exceptionalities and whose primary language is not English.</td>
<td></td>
</tr>
<tr>
<td>6. Activities/Steps (ACEI 3.1) (CEC 5)</td>
<td>No activities/steps listed.</td>
<td>-Planned instructional methods are unclear or incomplete.</td>
<td>-Planned instructional methods are clear.</td>
<td>-Activities and -Activities and...</td>
<td></td>
</tr>
<tr>
<td>7. Closure (ACEI 3.1) (CEC 5)</td>
<td>No closure listed.</td>
<td>Lesson lacks logical or effective closure.</td>
<td>-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.</td>
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<tr>
<td>8. Assessment including formative/summative assessments for Whole Group and Study Group (ACEI 4) (CEC 4)</td>
<td>No assessment for all students including students with disabilities</td>
<td>Assessment plan is poorly defined with limited connections to lesson objectives for all students including students with disabilities.</td>
<td>Assessment plan requires students to apply knowledge or demonstrate understanding of objective for students with and without exceptionalities and whose primary language is not English. Assessment is ongoing and provides clear evidence that students achieved or did not achieve lesson objectives for students with and without exceptionalities and whose primary language is not English.</td>
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<tr>
<td>9. Cultural diversity integrated into lesson for ELLs (ACEI 3.2) (CEC 4)</td>
<td>Culturally diverse needs of students are not addressed and there is no explanation.</td>
<td>Culturally diverse needs of students are minimally addressed or are inappropriately addressed.</td>
<td>Plan describes how culturally diverse needs of students are met.</td>
<td>Plan describes how culturally diverse needs of students are met in creative and sensitive ways.</td>
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<tr>
<td>10. Differentiation (ACEI 3.2) (CEC 5)</td>
<td>Students’ exceptional learning needs are not addressed.</td>
<td>Students’ exceptional learning needs are minimally or inappropriately addressed.</td>
<td>Plan describes how students’ exceptional learning needs are met, including language, physical abilities, and academic levels for students with and without exceptionalities and whose primary language is not English.</td>
<td>Plan describes in detail how students’ exceptional learning needs are met, including language, physical abilities, and academic levels for students with and without exceptionalities and whose primary language is not English.</td>
<td></td>
</tr>
<tr>
<td>11. Connections across Curriculum (ACEI 3.2) (CEC 5)</td>
<td>N/A</td>
<td>No connections across curriculum are made or only inappropriate connections are made.</td>
<td>Connections are made to one or more curriculum area.</td>
<td>Connections to other curriculum area(s) are insightful or original.</td>
<td></td>
</tr>
<tr>
<td>12. Lesson Plan Language, Grammar, Punctuation, Spelling</td>
<td>Incomprehensible lesson plan.</td>
<td>-Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Plan contains several grammatical and mechanical errors.</td>
<td>- 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.</td>
<td>-Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.</td>
<td></td>
</tr>
<tr>
<td>13. Citation of Sources</td>
<td>Sources not cited</td>
<td>Sources are not cited with enough detail.</td>
<td>All sources are cited so another teacher could locate sources.</td>
<td>Sources cited using publication format (APA, for example).</td>
<td></td>
</tr>
</tbody>
</table>

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

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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________________________________________________________________________**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Met with Distinction</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Materials and Technology including Assistive Technology, if applicable. (ACEI 3.1 (CEC 5)</strong></td>
<td>None of the required materials/technology was provided.</td>
<td>Some of the required materials/technology was provided.</td>
<td>All of the required materials/technology was provided.</td>
<td>Creative application of all of the required materials/technology.</td>
<td></td>
<td></td>
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<tr>
<td><strong>2. Introduction/Motivation (ACEI 3.4) (CEC 2)</strong></td>
<td>An introduction and motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was not clear.</td>
<td>An introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was partially delivered.</td>
<td>An engaging introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was always delivered.</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td><strong>3. Developmental Activities and Steps (ACEI 3.1) (CEC 5)</strong></td>
<td>The activities presented were completely different from the lesson plan. Little or no attention was paid to differentiated instruction, adaptations and modifications, assessing during conferencing and culturally linguistic diversity, when applicable. The activities were never based on the lesson plan.</td>
<td>The activities presented were somewhat different from the lesson plan. Little attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. The activities were somewhat based on the lesson plan, and were not always appropriate for the students’ level of skills. Time-</td>
<td>Most of the time the activities presented was different from the lesson plan. Attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. Most of the time the directions delivered were exceptionally clear, so all students knew what to do. The activities based on the lesson plan were creatively presented. They were appropriate for all the students’ level of skills, and consistently supported the lesson’s objectives. Attention was paid to differentiated instruction, adaptations and modifications, assessment during conferencing and assessing during conferencing and culturally linguistic diversity, when applicable.</td>
<td>Directions delivered were exceptionally clear, so all students knew what to do. The activities based on the lesson plan were creatively presented. They were appropriate for all the students’ level of skills, and consistently supported the lesson’s objectives. Attention was paid to differentiated instruction, adaptations and modifications, assessment during conferencing and assessing during conferencing and culturally linguistic diversity, when applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan College of New York</td>
<td>Purpose 2 Handbook (Spring 2015)</td>
<td></td>
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</tr>
</tbody>
</table>
| **4. Closure**  
(ACEI 3.1)  
(CEC 5) | **Time-management and transitions were somewhat effective. Directions delivered were somewhat clear, so that some students did not know what to do.** |
| **Activities were based on the lesson plan, and were appropriate for the students’ level of skills.** | **Applicable. Time management and transitions were especially effective.** |
| **4. Closure**  
(ACEI 3.1)  
(CEC 5) | **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 for students with and without exceptionalities and whose primary language is not English.** |
| **5. Environment for Learning**  
(ACEI 3.4)  
(CEC 2) | **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 a variety of strategies throughout the lesson to maintain appropriate behavior while stimulating students’ interest for students with and without exceptionalities and whose primary language is not English.** |
| **6. Communication**  
(ACEI 3.4) | **Candidate did not speak** |
| **Candidate spoke clearly but made** | **Candidate spoke clearly,** |
| **Candidate very effectively used verbal** | **Candidate very effectively used verbal** |
(CEC 5) clearly and/or made many grammatical errors during the lesson. some grammatical errors and/or the tone or volume of voice was not sufficient to promote student learning. made no grammatical errors, and maintained eye contact with the learners throughout most of the lesson for students with and without exceptionals and whose primary language is not English. communication. The candidate also very effectively used non-verbal communication (i.e. eye contact, gestures, and body language) to promote student learning for students with and without exceptionalities and whose primary language is not English.

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

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

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

Comments on the Delivery of the Planned Lesson

Strengths:

Recommendations:
SELF AND OTHERS

Curriculum Development and Assessment in Special Education
EDU 521 SEL

Dr. Jessica Franco-Zarian
Room 1232
212.343.1234 x2406
jzarian@mcny.edu

Overview

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

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

Objectives

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

1. Gain a general understanding of the process of curriculum development in relation to teaching all students including students with disabilities.
2. Examine the general concepts, goals assessment options and teaching resources of various subject areas taught in elementary school
3. Identify instructional techniques that promote active learning and are compatible with child development theory.
4. Demonstrate instructional and assessment strategies that offer effective learning experiences for all students including students with disabilities.
5. Develop for your own use a compendium of curriculum authoring and assessment terms with actual artifacts from your school observations, instructor handouts and other materials.

6. Begin to develop fluency in the gathering of materials for curriculum design including print texts, literature, web resources, functional and informational materials.

7. Become conversant with some of the issues and concerns surrounding curriculum design and assessment including Response to Intervention (RTI) in the NYC and NY State public schools.

8. Prepare, select and effectively use multiple modes of assessment during student teaching.

9. Create, use and assess your own curriculum unit that is grade and age appropriate, with differentiated instruction for your Purpose 2 Constructive Action.

Assessment:

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

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

**edTPA Curriculum Unit Plan**  
The elementary literacy unit, is the culminating project for the course and will serve as practice for completing the EdTPA in purpose 3. Incorporating theories in curriculum, assessment and child development into an appropriate design for your students’ needs. Candidates will identify a learning segment to plan, teach, and analyze. After reviewing the curriculum with your cooperating teacher, select a learning segment of 3-5 lessons. These lessons must be implemented and inserted into CA Part IV. Include, as well, Identifying Learning Goals and Instructional Objectives from CA Part 11 from the 3-5 lessons presented. A closing Reflection and Summary section will describe how the data from the multiple assessment modes, including the children’s work samples, demonstrated what you and the children learned from the project. Present the unit in a binder or scrapbook format and email a copy to the instructor. Additionally, candidates must include 1-2 continuous and unedited clips (no more than 15 minutes) that demonstrates how you created appositive learning environment.
edTPA CURRICULUM UNIT OUTLINE

Title: 

Name: Date: 

School: Grade: Cooperating Teacher: 

I. Overview: 
   a. About the school where you are teaching 

In what type of school do you teach? (elementary, middle, high school, urban, suburban, rural) 

List any special features of your school or classroom setting (charter, co-teaching, themed magnet, bilingual) that will affect you’re your teaching in this learning segment. 

Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curriculum, pacing plan, use specific instructional strategies, or standardized tests. 

b. About the class featured in this assessment 

How much time is devoted each day to literacy instruction in your classroom? 

Is there any ability grouping or tracking in literacy? If so, please describe how it effects your class. 

Identify any textbook or instructional program you primarily use for literacy instruction. APA citing, when necessary 

List other resources (white boards, SMART boards, online professional resources) 

c. About the students in the class featured in this assessment 

Grade level: 
Number of: 
Students in the class: 
Males: Females: 

D. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. You may use as many rows as you need
### Students with specific learning needs

<table>
<thead>
<tr>
<th>IEP/504 Plans: Classification/ Needs</th>
<th>Number of Students</th>
<th>Support, accommodations, modifications, pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Visual Processing</td>
<td>2</td>
<td>Close monitoring, large print text, window card to isolate text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling Readers</td>
<td>5</td>
<td>Leveled text, targeted guided reading, ongoing reading assessment (e.g. running records, miscue, conferencing)</td>
</tr>
</tbody>
</table>

### II. Central Focus:

a. Describe the central focus and purpose for the content you will teach in the learning segment

b. Given the central focus, describe how the standards and learning objectives within your learning segment address
   i. An essential literacy strategy
   ii. Requisite skill
   iii. Reading/writing connections

c. Explain how your plans build on each other to help students make connections between skills and the essential strategy to comprehend or compose text in meaningful contexts

### III. Describing Video Clips

a. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number

b. Promoting a positive learning Environment
   i. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

c. Engaging students in learning
   i. Explain how your instruction engaged students in developing an essential literacy strategy and requisite skill
   ii. Describe how your instruction linked students’ prior academic learning and personal, cultural and community assists with new learning.

d. Deepening student learning during instruction
i. Explain how you elicited and built on student responses to promote thinking and apply the literacy strategy using requisite skills to comprehend or compose text

ii. Explain how you modeled the literacy strategy and supported students as they practiced and applied the literacy strategy in a meaning based context

e. Analyzing Teaching

i. What changes would you make to your instruction—for the whole class and or for students who need greater support or challenge—to better support student learning of the central focus (e.g. missed opportunities)

ii. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/ or research

IV. Reflections and Summary: Based on the Reflections and Response in CA V11. Answer the following EdTPA reflection questions from part VII of your CA document, for each of the lessons in your unit.

1 – What specific standards or objectives were measured by the assessment that the students completed?

2 – Provide a graphic (table or chart) or a summary of the student learning that resulted from your lesson. Then analyze the patterns of learning that the results reveal, both for the whole class and for the children with special needs. What does the assessment tell you about the effectiveness of your instruction? Which strategies were successful and which ones were unsuccessful?

3 – Based on your analysis of student learning provided by the assessment, describe some possible next steps for instruction, both for the whole class and for the students with exceptional learning needs.

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

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

Scholars Tip: Start a filing system in Word, or online for storing all course documents, assignments and lesson plans. It is also recommended that you email each section yourself periodically, so that your work is backed up.

Required Readings: (Note APA format modeled below.)


NYSED Learning Standards- Grade Specific [http://www.emsc.nysed.gov/ciai/]


(Articles in Curriculum Course Readings Pack)

**Recommended Readings**


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

[www.engageny.org](http://www.engageny.org) Common Core State Standards

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

[www.nysed.gov](http://www.nysed.gov) NYS Education Department home page


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

[www.uft.org](http://www.uft.org) United Federation of Teachers’ data base has teacher-tested lesson plans.


[http://www.ncte.org/](http://www.ncte.org/) National Council for Teachers of English. (NCTE) Their *Language Arts* journal discusses both theory and classroom practice, highlights current research, and reviews children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators.
http://reading.org  International Reading Association (IRA) Their journal, The Reading Teacher. This highly recommended journal demonstrates how to incorporate research into classroom practice with a readable format.

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

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

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

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


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Curriculum Development and Assessment in Special Education: Weekly Sessions

Session 1: Introduction to the course  (1-12-15)
Assessment For Learning: Power Point and Classroom Discussion
Overview of EdTPA video: https://www.youtube.com/watch?v=He-QCkksuN8
EdTPA Video: Learning Segment https://www.youtube.com/watch?v=-yCj7IMyWAG
Introduction to required texts, academic requirements, and standards: New York State Curriculum Standards and Common Core State Standards.
Overview of EdTPA Curriculum Unit (CU) Outline.

Session 2: Curriculum planning and reflection  (1-20-15)
***First Day of Student Teaching***
Discuss Unit Planning and student teaching placements
EdTPA Video Task 1: https://www.youtube.com/watch?v=p3WxQ4oWW-k
EdTPA Lesson Elements Video: https://www.youtube.com/watch?v=pE0_dG_jQaU
In-class activity: Acrostic Poem: One word that describes my class. Examine Acrostic Poems: All About Me and My Favorite Things. Source:

Assignment due this session:
Read Spinelli Chapter 1, “An Introduction to Classroom Assessment”

Session 3: Curriculum Implementation & Unit Topics  (1-26-15)
*** Online Session***

Explain what is meant by “teacher as technician” and “teacher as orchestrator”
Examine video clip on Explicit Instruction: [https://www.youtube.com/watch?v=tWzcmUMos5I](https://www.youtube.com/watch?v=tWzcmUMos5I)

Write a reflection

**Assignment due this session**
- Read Reinhartz Chapter 7, “Curriculum Implementation: Teaching as an Interactive Step”
- Read Spinelli Chapter 2, “Information Gathering: Evaluating the Student and the Instructional Environment”

**Session 4: Unit Topic Selection and Assessment (2-2-15)**
Examine the relationship of the assessment step to the other steps in the curriculum development process.
Teacher observation and review of teaching rubric:
[https://www.youtube.com/watch?v=JawKlFZOalw](https://www.youtube.com/watch?v=JawKlFZOalw)

Review of Academic Language: [https://www.youtube.com/watch?v=HeEqbeVNPqQ](https://www.youtube.com/watch?v=HeEqbeVNPqQ)
Identify and describe the domains of curriculum assessment.
Discuss how teachers conduct formative and summative assessments in the classroom.

**Assignment due this session:**
- EdTPA Curriculum Unit Part I
- Assessment Compendium Part I
- Read Reinhartz, Chapter 8, “Curriculum Assessment”
- Read Spinelli, Chapter 3, “Reading Assessment”

**Session 5: Classroom Assessments & Unit Planning (2-19-15)**
Review of Context for Learning: [https://www.youtube.com/watch?v=mORjim4ZTxY](https://www.youtube.com/watch?v=mORjim4ZTxY)
In-class drafting of literacy assessment tools/strategies.
In-class drafting of Unit Entry 3-Overview (revised)

**Assignment due this session:**
- Assessment Compendium Part II
- Read Spinelli, Chapter 4, “Written Language and Related Skills Assessment”

**Session 6: Curriculum for the Language Arts; Rubrics: Writing and Interpreting (2-23-15)**
Review of Literacy units and matching rubrics
Review of EdTPA Collecting Video Evidence: [https://www.youtube.com/watch?v=CKa7u_D9Rfl](https://www.youtube.com/watch?v=CKa7u_D9Rfl)
In class Activity: *Reinhartz p. 243. Describe the 4-6 characteristics of an effective Language Arts Program, referring to texts from both reading courses, Purposes 1 & 2.*

**Assignment due this session:**
- EdTPA Curriculum Unit Part II
- Read Reinhartz Chapter 10, “Curriculum for Language Arts “Revisit Spinelli, Chapter 3, “Reading Assessment,” and Chapter 4, “Written Language and Skills Assessment”

**Session 7: The Math Curriculum (3-2-15)**

***Online Session***

Reflection on your views and myths regarding mathematics
Make 3 curriculum connections by integrating literature into math and other subject areas.
Math and the EdTPA: [https://www.youtube.com/watch?v=pmlBpUzNgI0](https://www.youtube.com/watch?v=pmlBpUzNgI0)
Assignment due this session:
Reading: Reinhartz Ch. 11, “The Mathematics Curriculum”
Reading: Spinelli, Chapter 5, “Mathematics and the Content Areas Assessment”

**Session 8: The Social Studies Curriculum (3-9-15)**
Discussion of ways to integrate Social Studies into other curriculum areas
Discuss how to organize the social studies curriculum: review of New CCSS for Social Studies
Review of Student Voice: [https://www.youtube.com/watch?v=2-HISj1LoOk](https://www.youtube.com/watch?v=2-HISj1LoOk)

**Assignment due this session:**
Assessment Compendium Part III
EdTPA Curriculum Unit Part III
Read Reinhartz, Chapter12, “The Social Studies Curriculum”
Spinelli, Chapter 5, “Mathematics and the Content Area s Assessments”
(pgs. 139-145)

**Session 9: The Science Curriculum (3-16-15)**
In-class activity: The science portfolio is a way of managing student work in science. Consider the questions Collins (p.319) provides for designing a science portfolio. Select one student from your Study Group. Respond to the 6 questions and describe how you will support this particular student in science.
Review of student voice: [https://www.youtube.com/watch?v=lUz_YA-w_6k](https://www.youtube.com/watch?v=lUz_YA-w_6k)

**Assignment due this session:**
Assessment Compendium Part IV & V
Reading: Reinhartz, Chapter 13, “The Science Curriculum”

**Session 10: Health Education; Instruction on Alcohol, Tobacco and Drug Abuse; Physical Education and Fine Arts (3-23-15)**

In class discussion of movement breaks
Physical Education in NYC public schools

**Assignment due this session:**
EdTPA Curriculum Unit Part IV
Reading: Reinhartz, Chapter 14, Physical Education and Fine Arts Programs”
Reading: Spinelli, Chapter 6. “Assessments and Accommodations for Special Populations”

**Session 11: Technology in the Classroom (3-30-15)**
Jig-Saw activity: Understanding by design. *Grant Wiggins and Jay McTighe* ASCD.org
[http://www.ascd.org/publications/educational-leadership/may08/vol65/num08/Put-Understanding-First.aspx](http://www.ascd.org/publications/educational-leadership/may08/vol65/num08/Put-Understanding-First.aspx)
Peer Review of EdTPA Curriculum Unit and discussion of feedback

**Assignment due this session:**
EdTPA Curriculum FINAL DRAFT DUE
FINAL PROJECT DUE: Assessment Compendium
Reading: Reinhartz Chapter 9, “Using Technology in the Classroom”
Session 12: Reflections on the Implementation of Unit Plans (4-6-15)


Assignment due this session:
FINAL PROJECT DUE: EdTPA Curriculum Unit Plan

Session 13: Differentiating Assessment (4-13-15) ***Online Session***

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

Assignment due this session:
FINAL PROJECT DUE: EdTPA Curriculum Unit Plan

Session 14: Presentations (4-20-15)
Overview
The purpose of this course is to examine the learning concepts and structures that are the basis of the elementary social studies curriculum. Students are introduced to the various instructional approaches in making the insights of history and the social sciences available to children through the social studies curriculum. Prospective teachers will construct curricula so that children can learn to make informed and reasoned decisions for the public good as future citizens of a multicultural democratic nation in a global society. Topics to be studied in preparing curricula are: concepts, facts, scope and sequence, learning standards, performance outcomes and unit planning for children of various backgrounds and learning capabilities.

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

1. *Gain an understanding of the interdisciplinary dimensions of social studies instruction in elementary school.*

2. *Describe the subject knowledge and teaching strategies that must be coordinated for the effective teaching of social studies in elementary school.*

3. *Apply modes of historical inquiry in the teaching of social studies in elementary school.*

4. *Develop conceptual models that will assist elementary school students in understanding the world around them and their roles as citizens in an increasingly interdependent and diverse world.*

5. *Prepare a developmentally appropriate unit that is aligned to social studies standards.*

Assessment
Your final exam grade will be based on the following:

- Attendance: 10%
- Participation: 10%
- Midterm Exam: 10%
This includes the submission of the final report on a project-based learning activity. The final report should include the following:

1.) Abstract
2.) Section on related literature and internet resources
3.) How is the thematic unit connected to:
   a.) Principles of Learning
   b.) Essential Understandings
   c.) Social Studies Core Curriculum
   d.) Social Studies Standards
   e) Develop two lesson plans to be used in your thematic unit-one using the workshop model. Then list the other lessons which would be included in the unit.
4.) Develop two curriculum maps utilizing the Understanding by Design model and the Thematic Map model.
5.) How is this thematic unit going to enhance students’ understanding of the economic, social and political issues of the time period?
6.) Develop a rubric to utilize in assessing your oral presentation.
7) Develop a rubric to utilize in assessing your children’s work
8) Select a historical piece of literature which can be used as a read-aloud For your unit. Create five questions that’s can be used in an accountable talk discussion. Develop a lesson Plan, using the workshop model.

Required Readings


Recommended Readings


Websites
Class Sessions

1. Defining Social Studies
   - What are Social Studies- The Thematic Strands?
   - Emphases of Social Studies
   - Social Studies Curriculum and Standards

Read: Savage & Armstrong, Chapters 1

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

Read: Savage & Armstrong, Chapter 2

3. (On-line) Political Science, Economics, and Related Social Science
   - Political Science Classroom Activities
   - Economics Related Classroom Activities
   - Sociology Related Classroom Activities
   - Anthropology Related Classroom Activities
   - Read: Savage & Armstrong, Chapter 3

4 Active Learning: Giving Life and Meaning to Social Studies
   - A Rationale for Applied Learning
   - Approaches To Providing Active, Concrete Learning Experiences
   - Dealing With Controversial Issues
   Read: Savage & Armstrong, Chapters 4

5 Selecting Teaching Approaches For Knowledge Acquisition
   - Prior Knowledge, Skills and Attitudes
- Learning Objectives
- Teacher Preferences and Teaching Skills
- Nature of the Content
- How Children Learn About The World
- Approaches Focused on Knowledge Acquisition

Read: Savage & Armstrong, Chapters 5

6 Selecting Teaching Approaches for Knowledge Discovery
- Approaches Focused on Knowledge Discovery
- From Concept Formation to Role Play. To Simulations, To Inquiry,
- To Creative Thinking, TO Critical Thinking, To Problem Solving and To Decision Making.

Read: Savage & Armstrong, Chapter 6

7 (On-line)Teaching Social Studies Skills
- Developing Social Skills
- Developing Map and Globe Skills
- Research Skills
- Time and Chronology Skills
- Analyzing Charts and Graphs
- Interpreting Political Cartoons

Read: Savage & Armstrong, Chapter 7

8 **Midterm Exam**-This includes neighborhood study and historic sites and houses

9 Planning For Diversity- Culture, Gender, and Exceptionality
- Multicultural Dimensions
- Gender Issues
- Exceptionality- Learners with Disabilities and Learners who are Gifted And Talented

Read: Savage & Armstrong, Chapter 8

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

Read: Savage & Armstrong, Chapter 9
11 (On-line) Planning For Success
- Aims, Goals, and Learning Objectives
- Information Needed for Instructional Planning
- Organizing Planning Information
- Understanding By Design

Read: Savage & Armstrong, Chapter 10

12 Interdisciplinary Dimensions
- Thematic Approach-Choosing Themes
- Integrating Unit Content
- Integrating Units Around Children’s Literature
- Integrating the Arts
- Integrating Technology and Other Subjects
Read: Savage & Armstrong, Chapter 11

13 Assessing Social Studies Outcomes
- Types of Assessments
- Use of Rubrics
- Grading Systems

Read: Savage & Armstrong, Chapter 12

14 **Final Exam**

This includes the presentation of the Thematic Unit Plan

Additional Requirements

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

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

**DOUBLE ENTRY JOURNAL**

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

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

**INTEGRATED THEMATIC UNIT PROJECT**

The Integrated Thematic Unit report should include the following:

7.) Abstract
8.) Section on related literature and internet resources
9.) How is the thematic unit connected to:
   a.) Principles of Learning
   b.) Essential Understandings
   c.) Social Studies Core Curriculum
   d.) Social Studies Standards
   e) Develop two lesson plans to be used in your thematic unit-one using the workshop model.
10.) Develop a curriculum map for the Integrated Thematic Unit as well as a graphic organizer
11.) How is this Unit going to enhance students’ understanding of the economic, social and political issues of the time period?
12.) Develop a rubric to utilize in assessing your oral presentation.
9) Develop a rubric to utilize in assessing your children’s work
10) Select a historical piece of literature which can be used as a read-aloud
   For your Unit, create five questions that’s can be used in an accountable talk discussion. Develop a lesson plan, using the workshop model.

Your project(s) will be graded based upon the Integrated Thematic Unit Rubric.
You must demonstrate the integration of the social studies standards within the scope of each project. The project must be grade-specific with adherence to the NYS Social Standards/NYS Social Studies Curriculum. In utilizing your integrated unit rubric as a guide ask yourself: How I am meeting the standards and guidelines established by The Integrated Thematic Unit Rubric? How does this relate to my lesson planning? In reflecting upon your product, what did you learn from creating and implementing this lesson and in creating and implementing your Unit? How is this lesson and Unit connected to curriculum, instruction and assessment? How do you know you are successful in implementing your lessons and your unit? What evidence (assessments) did you use to indicate your students are successful in understanding your lesson/unit?

Also, ask yourself, how did you integrate the arts and technology in your lesson/unit? How did you make historical connections? How did you use primary sources and secondary sources? How did you use cooperative learning? How have you used graphic organizers? How have you used portfolios and student work samples? How have you integrated the Principles of Learning, Bloom’s Taxonomy and Gardiner’s concept of multiple intelligences in order to promote student understandings? Ultimately have you asked yourself, why am I doing this lesson/unit?
The INTEGRATED THEMATIC UNIT is based upon ACEI Standards 1.0, 2.4, 3.1, 3.2, 3.3 and 3.4. It will be graded as to demonstrating your proficiency in meeting these standards by the following rubric:

### INTEGRATED THEMATIC UNIT RUBRIC

<table>
<thead>
<tr>
<th>Candidate ____________________________________________________________________</th>
<th>Semester ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Evaluator _____________________________________________________________</td>
<td>Date ________________________________</td>
</tr>
</tbody>
</table>

**Instructions:** Use the rubric as a guide for evaluating thematic units. For each category, rate the teacher candidate performance on a scale of 1 to 4 (not acceptable, developing, proficient, or exemplary). To calculate the final score, add the points from each category and divide by 8.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>(1) Not Acceptable</th>
<th>(2) Developing</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theme</td>
<td></td>
<td>No theme is evident</td>
<td>Theme is unclear</td>
<td>Theme is clear</td>
<td>Theme is clear and shows degree of uniqueness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theme is not grade appropriate</td>
<td>Theme is minimally grade appropriate</td>
<td>Theme is grade appropriate</td>
<td>Theme is grade appropriate and creates opportunity for introducing more advanced concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theme is not connected to other disciplines</td>
<td>Theme is minimally connected to other disciplines</td>
<td>Theme is connected to at least one other discipline</td>
<td>Theme is connected to multiple other disciplines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theme does not spark interest</td>
<td>Theme is minimally connected to other disciplines</td>
<td>Theme is connected to at least one other discipline</td>
<td>Theme is connected to multiple other disciplines</td>
</tr>
<tr>
<td>2. Rationale</td>
<td></td>
<td>Purpose of unit is not evident</td>
<td>Purpose of unit is not clear</td>
<td>Purpose of unit is clear</td>
<td>Purpose of unit is clear and pertinent to the particular community of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not include reasons about how unit contributes to student’s development</td>
<td>Minimal explanation about how unit contributes to students’ development</td>
<td>Adequate explanation about how unit contributes to students’ development</td>
<td>Detailed explanation about how unit contributes to students’ development, including citations to educational theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not include reasons about how unit contributes to NYS Standards</td>
<td>Minimal connections between unit and NYS Standards</td>
<td>Unit relates to some/most NYS Standards</td>
<td>Unit relates to most/all NYS Standards</td>
</tr>
<tr>
<td>3. Focus Question</td>
<td>No connection to educational theory</td>
<td>Minimal connection to educational theory</td>
<td>Adequate connection to educational theory</td>
<td>Purpose is strongly related to educational theory</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ACEI 1.0</td>
<td>No focus question</td>
<td>Focus question is unclear or inappropriate</td>
<td>Focus question is well defined and worth exploring</td>
<td>Focus question is well defined, worth exploring, and has potential for rich activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No focus question</td>
<td>Focus question is minimally connected to real world issues</td>
<td>Focus question adequately relates to real world issues</td>
<td>Focus question make strong connections to real world issues and related to the particular community of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No focus question</td>
<td>Focus question sparks minimal interest</td>
<td>Focus question sparks interest among most students</td>
<td>Focus question sparks overwhelming interest among students and lends itself to active engagement in learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Objectives</th>
<th>No objectives listed</th>
<th>Objectives are unclear</th>
<th>Most objectives are clearly stated</th>
<th>All objectives are clearly stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 3.1</td>
<td>No objectives listed</td>
<td>Objectives are minimally connected to other disciplines</td>
<td>Objectives make some connections across the curriculum</td>
<td>Objectives make strong connections across the curriculum</td>
</tr>
<tr>
<td></td>
<td>No objectives listed</td>
<td>Objectives are not adequately linked to NYS,NYC, or ACEI Standards</td>
<td>Objectives are adequately linked to NYS,NYC, or ACEI Standards</td>
<td>Objectives are strongly linked to NYS,NYC, or ACEI Standards and go beyond the standards by relating to the particular community of students</td>
</tr>
<tr>
<td></td>
<td>No objectives listed</td>
<td>Objectives are not written in measurable terms</td>
<td>Some/Most objectives are written in measurable terms</td>
<td>Most/all objectives are written in measurable terms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Content - Social Studies</th>
<th>Social Studies Content is unclear</th>
<th>SS Content is not sufficiently developed</th>
<th>SS Content is well developed and connected across the curriculum</th>
<th>SS Content is developed and connected across the curriculum to an exceptional degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 2.4</td>
<td>Social Studies Content is inaccurate</td>
<td>SS Content is minimally accurate</td>
<td>SS Content is mostly accurate</td>
<td>SS Content is completely accurate</td>
</tr>
<tr>
<td></td>
<td>Social Studies Content is not grade appropriate</td>
<td>SS Content is minimally appropriate to student developmental</td>
<td>SS Content is appropriate to student developmental level</td>
<td>SS Content is appropriate to student developmental level &amp; challenges</td>
</tr>
<tr>
<td>Social Studies Content does not address NYS, NYC, or ACEI Standards</td>
<td>SS Content minimally addresses NYS, NYC, or ACEI Standards</td>
<td>SS Content adheres to NYS, NYC, or ACEI Standards</td>
<td>SS Content adheres to NYS, NYC, or ACEI Standards and goes beyond the standards</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Social Studies Content is poorly organized</td>
<td>SS Content does not progress logically in lesson plans</td>
<td>SS Content is logically sequenced in lesson plans</td>
<td>SS Content is logically sequenced in lesson plans and builds in complexity</td>
<td></td>
</tr>
<tr>
<td>Social Studies Content is not worth teaching</td>
<td>SS Content is minimally worth teaching</td>
<td>It is evident that SS Content is worth teaching</td>
<td>It is evident that SS Content is worth teaching and strategies are incorporated to make content meaningful to the particular community of students</td>
<td></td>
</tr>
<tr>
<td>Social Studies Content does not include material from other disciplines</td>
<td>Content includes material from one other discipline</td>
<td>Content includes material from more than one other discipline</td>
<td>Content includes material from multiple disciplines</td>
<td></td>
</tr>
<tr>
<td>It is not clear which sources were used to plan unit</td>
<td>Unit is based primarily on one reference book</td>
<td>Unit draws from several reference resources and includes a list of sources</td>
<td>A formal bibliography of reference is include in unit plan and cites multiple reference materials</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Integration

#### ACEI 3.1

| Inadequate number of lessons are included in unit | Inadequate number of lessons are included in unit | Appropriate number of lessons are included in unit | Appropriate number of lessons are included in unit |

### 7. Lesson Plans

<table>
<thead>
<tr>
<th>Lessons do not meet unit objectives</th>
<th>Lessons minimally meet unit objectives</th>
<th>Lessons are adequately related to unit objectives</th>
<th>Lessons are strongly related to unit objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons lacks goals</td>
<td>Lessons do not have clear goals</td>
<td>Lessons have clear goals</td>
<td>Lessons have clear goals and insure that learners have a clear understanding of what is expected of them</td>
</tr>
<tr>
<td>Lessons make little or no adjustments for individual student differences</td>
<td>Lessons make minimal adjustments for individual student differences</td>
<td>Lessons make provisions for some/most individual student differences and adapt to diverse learners</td>
<td>Lessons make provisions for most/all individual student differences, including different developmental levels, ELL and students with disabilities, and successfully adapt</td>
</tr>
<tr>
<td>ACEI 3.3: Strategies for Critical Thinking</td>
<td>Lessons do not use a variety of teaching strategies</td>
<td>Lessons minimally use a variety of teaching strategies</td>
<td>Lessons effectively use more than one teaching strategy to encourage students’ development of critical thinking, problem solving and performance skills</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>No attention to questioning strategies, activities, technology, and supplemental materials to present new information</td>
<td>Lessons minimally use questioning strategies, activities, technology and supplemental materials to present new information</td>
<td>Lessons adequately use questioning strategies, activities, technology and supplemental materials to present new information</td>
<td>Lessons successfully use questioning strategies, activities, technology and supplemental materials to present new information and enforce knowledge</td>
</tr>
<tr>
<td>Lessons lack constructive follow-up activities or homework</td>
<td>Lessons include follow-up activities or homework that minimally reinforce knowledge</td>
<td>Lessons include follow-up activities or homework that adequately reinforce knowledge</td>
<td>Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think critically</td>
</tr>
<tr>
<td>Lessons do not inspire enthusiasm for topic</td>
<td>Lessons inspire little enthusiasm for topic</td>
<td>Lessons inspire some enthusiasm for topic</td>
<td>Lessons inspire strong enthusiasm for topic</td>
</tr>
<tr>
<td>Lessons do not show creativity</td>
<td>Lessons show little creativity</td>
<td>Lessons show some creativity</td>
<td>Lessons show exceptional creativity</td>
</tr>
</tbody>
</table>

**8. Assessment ACEI 4.0**

<table>
<thead>
<tr>
<th>No evidence of evaluation</th>
<th>Only one assessment strategy is used</th>
<th>More than one assessment is used</th>
<th>Multiple assessments are used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments are not incorporated into unit</td>
<td>Assessment is conducted at the end of the unit</td>
<td>Assessments are planned throughout the unit</td>
<td>Assessments are ongoing, used both formally and informally</td>
</tr>
<tr>
<td>Assessments are not tied to unit objectives</td>
<td>Assessments are minimally associated with unit objectives</td>
<td>Assessments are adequately associated with unit objectives</td>
<td>Assessments are strongly tied to unit objectives</td>
</tr>
<tr>
<td>Student feedback is not encouraged</td>
<td>Student feedback is rarely encouraged</td>
<td>Student feedback is encouraged some of the time</td>
<td>Student feedback is encouraged throughout the unit</td>
</tr>
<tr>
<td>Students are not encouraged to reflect on their performance</td>
<td>Students are minimally encouraged to reflect on their performance</td>
<td>Students are encouraged to reflect on their performance</td>
<td>Students are encouraged to reflect on their performance and self-assess</td>
</tr>
<tr>
<td>Additional Comments (attach additional pages, if necessary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Sum of Total Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Average (Divide total points by 8 and round score to nearest tenth)</strong></td>
<td>Below 2.5= Not Acceptable</td>
<td>2.5 to 2.9= Developing</td>
<td>3.0 to 3.4= Proficient</td>
</tr>
</tbody>
</table>

**Note:** The Integrated Thematic Unit is used as the ACEI Program Assessment #7.
VALUES AND ETHICS

Classroom Management for Academic and Social Growth
EDU 521 VAL

EDU SEM 521 VAL - Project SAVE

DASA Training Certification (6 hours)

Dr. Patrick Ianniello
Room 1228
212.343.1234 x2424
pianniello@mcny.edu

Overview

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

This course will have three components: (1) combine research-based recommendations, real-life examples with student teaching in creating a classroom environment that is both caring and orderly; (2) implementing teaching strategies which are effective with respect to meeting the academic and social needs of diverse students; and, (3) identifying, preventing and intervening to inappropriate behavior including harassment, bullying, and discrimination (DASA Training) and school violence (Project SAVE). As a hybrid course, some of the class sessions will be conducted on-line.
Objectives

1. Develop skills necessary to create and maintain an environment conducive to learning
2. Discuss the importance of the relationship between engaging instruction and effective classroom management
3. Connect classroom management theories to practice by observing, practicing, identifying and discussing examples of effective teaching strategies
4. Reflect on the effectiveness of various instructional strategies with respect to meeting the needs of all learners
5. Understanding diversity, bullying, harassment and discrimination, and provide prevention and intervention training for certification/licensure under the Dignity for All Students Act (DASA)
6. Develop the skills necessary to address misbehavior in the classroom and the prevention/intervention of school violence (Project SAVE)
7. Develop skills necessary to create and maintain an environment conducive to learning
8. Discuss the importance of the relationship between engaging instruction and effective classroom management
9. Connect classroom management theories to practice by observing, practicing, identifying and discussing examples of effective teaching strategies
10. Reflect on the effectiveness of various instructional strategies with respect to meeting the needs of all learners
11. Develop the skills necessary to address misbehavior in the classroom

Required Reading


Respect for All: Making NYC Public Schools Safe and Supportive for All Students Brochure, New York City Department of Education, September 2011.

Websites


*Dignity For All/ New York Center for School Safety* - http://nyscenterforschoolsafety.org/what.cfm?subpage=928750


*Conflict Resolution Education* - www.creducation.org

Additional readings and websites/videos assigned during the semester.

Assessment

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

Course Assignments

All submitted assignments must be typed, double-spaced and uploaded into Moodle by the due date and designated time. A half-grade will be deducted for assignments submitted up to one calendar date late. After that, the Moodle assignment submission site will be closed, with no credit given for the assignment.

Attendance: (5%)  
Due to the interactive nature of this course, full attendance is required. If you miss classes, you will not receive any attendance points.

Participation: (5%)  
These points are not automatic. Just showing up to class is not worth five percent. It must be earned! This course will involve many discussions, presentations, role-plays and activities where class participation is expected. There will also be various activities assigned which connect theory to practice. In addition, the satisfactory completion of homework assignments will be calculated into the Participation grade percentage.

Three Reflection Papers: (5% each)  
Throughout the semester you will complete three short reflection papers. Specific directions will be given in class.
Two Education Law Lesson Plans (5%)
One lesson plan on an area of safety education and one lesson plan on fire and/or arson prevention.

Motivational Lesson Plan Presentation: (15%)
Each student will design a lesson plan using specific motivational strategies learned in class and present their lesson plan to the class.

Classroom Management Plan: (30%)
Each student will write a comprehensive Classroom Management Plan, which can be used in his or her own classroom when hired for teaching employment after graduation. You will reflect on what you have read, on our class discussions and on your experiences in the field. Then, you will develop a plan that will enable you to create and maintain an environment conducive to learning. Specific directions will be provided in class.

Final Exam: (25%)
A final examination will be given on the last night of class. The exam will cover information covered during the entire semester, including the assigned textbook readings, handouts, notes, homework, discussions, etc.

Class Sessions (*Sessions 5, 8, and 12 will be on-line)

1. January 13: Introduction + Course Overview
   - What are your expectations for the course?
   - Review syllabus + course assignments
   - Introduce the process of classroom management
   - Read Weinstein’s article on Culturally Responsive Classroom Management

   For Next Class: Read Chapters 1 and 2
   Answer “For Your Portfolio” on Page 24 (submit through Moodle)
   Read all of Weinstein’s article

2. January 27: Designing the Physical Environment
   - Introduce Steele’s six functions of classroom design
   - Evaluate diagrams of sample elementary classrooms
   - How can the physical design of the classroom be culturally responsive?
   - Discuss physical design of your Purpose 1 and 2 Cooperating Teachers’ (CTs’) classrooms

   For Next Class: Read Chapter 4
   Reflection Paper #1 on Physical Design (submit through Moodle)

3. February 3: Establishing Norms for Behavior
- Introduce classic classroom management studies (Kounin and Emmer, Evertson and Anderson)
- What is the difference between rules and routines?
- Review case studies of teachers establishing rules and routines
- Discuss how rules and routines can be culturally responsive
- Brainstorm rules and routines for your own classroom

For Next Class: Read Chapter 7
Reflection Paper #2 on Classroom Norms (submit through Moodle)

4. **February 10: What is Learning and What is Good Teaching?**

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

For Next Class: Read Chapters 8 and 11
Use the required readings and on-line resources to create a lesson plan designed to address fire and/or arson prevention (Education Law 808). (submit through Moodle)

5.* **February 17: Enhancing Student Motivation/ Designing and Implementing Effective Recitations + Motivational Lesson Presentations/ Designing and Implementing Effective Discussions**

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

For Next Class: Read Chapter 9, 10
For Session 6: Motivational Lesson Plan Presentation based upon #2 “For Your Portfolio” on Page 250. Be sure to identify at least one strategy for enhancing perceived value. (submit through Moodle and present next week in class)
Using the required readings and on-line resources create a lesson plan designed to address one area of safety education (Prevention of Child Abduction -Education Law 803-a, or Safety Education - Education Law 806). (submit through Moodle)

6. **February 24: Strategies for Effective Independent Work/Small-Group Work, Motivational Lesson Plan Presentations**

- How much, when and why?
- Challenges for students and teachers
- Implications for practice
- Discuss differences between recitations and discussions
7. March 3: Helping Students with Special Needs
   - Introduce chronic misbehavior
   - Discuss strategies for dealing with chronic misbehavior
   - Activity: practice designing behavior modification plans
   - Strategies for dealing with common special needs students (ADD, ADHD, Autism, ELL, etc.)

8.* March 10: DASA (Dignity for All Students Act) Training Part I (3 hrs. online)
   - Introduction to the Dignity Act
   - Understanding how school climate and culture have an impact on student achievement
   - Understanding the indicators and early warning signs of harassment, bullying, cyber-bullying, and discrimination
   - Reporting requirements for educators
   - Understanding the intent, components, and operational definitions present in the Dignity Act
   - How does school climate and culture have an impact on student achievement and behavior?
   - Understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention, and intervention and how to interact with families of victims and aggressors.

Please refer to the following course resources posted in Moodle:

Read all text references at the website, http://www.p12.nysed.gov/dignityact/ including: 1.) Guidance for Local Implementation; 2.) Guidance for Updating Codes of Conduct; 3.) Updated Dignity Act Brochure 4.) Amendment of Section 100.2 (jj), (c), (l) & 199.6 and 100.2 (kk) of the Commissioner of Education; 5.) Dignity Act Reporting Guidance Webinar; and 6.) Dignity Act Reporting Form

NYCDOE Chancellors Regulations A-443 (Discipline Code), A-830 (Student-to-Student Discrimination, Harassment, Intimidation, and/or Bullying

View the video, Bullied: A Student, A School and a Case that Made History.
You will not become DASA Training certified unless you complete all of the on-line assignments in Moodle. Submit in Moodle before Session #8 the following assignments:

1. What is “respect” and what is considered harassment or discrimination? (Forum discussion/response participation)
2. What happens to a student who discriminates or harasses another student and what happens to the victim? (Research essay based on readings)
3. Interview of the cooperating teacher and/or school guidance counselor about actual cases (use anonymous names) of harassment, bullying, cyber-bullying, and discrimination in the classroom and the school.

9. March 17: DASA (Dignity for All Students Act) Training Part II – (1 hr. 40 min. in-class)
   Note: You are required to sign the certification workshop attendance sheet
   - Understanding diversity, multi-cultural environments, and personal bias through class discussion and role playing related to the article I Don’t Think I Am Biased (Teaching Tolerance, spring 2010)
   - Using case studies to develop sensitivity through to the experiences of specific populations including actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender or sex and students who identify as LGBT
   - What are the needs of student populations that are most often targeted by harassment, bullying and discrimination and the impact on all students and their families? (KWL learning activity)

For Next Class: Read Chapter 3 – Building Respectful, Caring Relationships; Reflection paper on recognizing and changing personal teacher bias

10. March 24: DASA (Dignity for All Students Act) Part III – (1 hr. 40 min. in-class)
    Note: You are required to sign the certification workshop attendance sheet
    - Understanding how school climate and culture have an impact on student achievement and behavior
    - Intervention and prevention strategies that include interacting with families
    - Overview of the Olweus Bully Prevention Program including viewing the video “Bullying and Prevention with the Olweus Program”
    - Discussion on the CRE video, “Take a Stand. Teaching Students How to Stand up to Bullying”
    - Applying strategies from HRSA’s “How to Intervene to Stop Bullying: Tips for in the Spot Intervention at School” to school vignettes
    - Final Exam for DASA Training Certification

For Next Class: Read Chapter 12 and Chapter 13
11. March 31: Preventing and Responding to School Violence  
(SEM 531 SKI – Project SAVE) – (2 hours)  
Note: You are required to sign the seminar attendance sheet

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

For Next Class: Read Chapter 6

12.* April 7: Working with Families

- Discuss ways to increase students’ opportunity to learn in the classroom  
- Evaluate these strategies in case studies  
- Discuss barriers and benefits to involving parents in school  
- Discuss strategies for creating a welcoming environment for parents of students with and without disabilities  
- Discuss cultural influences and linguistic factors on the level family involvement in schools

Also Submit Classroom Management Plan in Moodle

13. April 14: Classroom Management Plan Presentations

For Next Class: Study for Final Exam

14. April 21: Classroom Management Plan Presentations + Final Exam

Bringing it all together
SKILLS

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

Dr. Eric Fuchs
Room 1230
efuchs@mcny.edu
212.343.1234 x2441

Overview

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

Since you cannot teach a subject you are not thoroughly familiar with, you will be required to continue improving your mathematical skills and demonstrate proficiency of the mathematics subjects that you will be teaching in grades 4-6 under the new Common Core Standards. A guiding principle of this course is this: To teach math with depth and understanding, you must have the knowledge and skills for three grades above the grade you are teaching. Consequently, you are expected to master the math content in grades 6-8.

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

Classroom attendance and participation

Full attendance is mandatory and is of paramount important to your success in this course. When missing more than 15 minutes of a class, be that at the beginning (arriving late), at the end (departing early), or in the middle of the class, or any combination thereof, you will be marked LATE, and you will receive only half of the points for attendance in that session. When missing more than 45 minutes in a class, you will be marked ABSENT. Three non-justified absences will result in your failing the class.

Grading of quizzes, tests, exams and homework

This course prepares you to teach mathematics in New York City Public Schools. Consequently, grading for every question in quizzes and tests will be divided as follows: 1/3 for obtaining the correct answer and 2/3 for correctly showing the solution to the question. Occasionally, I will give bonus points for alternative, correct solutions.
To obtain the points for each assigned IXL homework exercise, you should obtain a score of 92 or higher (three medals), with no more than 4 mistakes in that particular exercise.

Since this course prepares you to teach mathematics at the elementary level, no calculators (or any other electronic devices) will be permitted on quizzes, tests, or exams.

I recommend, however, that you use or purchase a simple calculator, such as TI-30 X II (currently $12.99 at Amazon.com) to check your calculations when doing your homework.

**Salient points**

Because the MSED program prepares you for dual certification, this course will emphasize how to teach math students with and without disabilities.

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

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

With computer technology widely prevalent nowadays, and with students frequently more technologically proficient than their teachers or other adults, you must learn how to use technology in a classroom to facilitate student understanding of mathematical concepts, and to provide the students with a venue to practice their mathematical skills not only in the classroom but also at home. The students are expected to use technology to do their homework and for checking the accuracy of their responses.

Infusion of technology in the classroom has been found effective not only when teaching regular classroom students but also when teaching students with disabilities. Consequently, in this class you will learn how to use Smart Board technology and its applications and how to use other application software available on the net. You will learn to use the National Library of Virtual Manipulatives (NLVM) as a teaching tool and you will continue working with IXL both as a teaching and assessment tool.

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

The methodology incorporates learner-centered workshops; cooperative group work; critique; using computer and digital technology, and in-class presentation of lesson plans.

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

**Objectives**

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

1. *Plan and present mathematics lessons* for students in grades 4-6 in any topic covered under the new Common Core standards.

2. *Differentiate* mathematics lessons for students in grades 4-6, accommodating to different learning styles.

3. *Differentiate* mathematics lessons for students with disabilities in grades 4-6.

4. Improve your *skills* in the mathematics content area, grades 4-6.

   7. Infuse technology in the teaching and learning of mathematics in grade 4-6. In particular, you will learn how to use of technology to facilitate the learning by students with disabilities.

**Assessment**

Your knowledge and skills will be assessed through a variety of assignments that model the assessment techniques used in the elementary classroom. Each assignment provides specific guidelines and grading criteria as summarized below:

**(10%) Attendance**

Because this course is a workshop, your attendance is essential. Regardless of the reason, points will be deducted for all absences. Work missed because of a justified absence, such as severe illness or an emergency, must be made up by the next class. See also the paragraph above entitled “Classroom attendance and participation.”

**(10%) Class participation**

Participation in the classroom seminars is essential to the successful completion of this course. Be prepared to actively participate in the class discussions, which will connect your readings, field experience and material taught in class.
(25%) Homework
Plan on spending 2-4 hours on homework each week. If you have difficulty with the basic math concepts for grades 1-5, you will be required to do extra work and attend tutoring in LEC. Proficiency in each math skill is considered achieving 92% in the respective IXL exercise, with no more than 4 mistakes.

(10%) Lesson presentation and preparation
You will design and present in class one to two lessons that integrate the ideas, models, teaching principles and strategies that were taught and practiced in this course. It is mandatory that you use technology in your lesson and that you clearly demonstrate how you will differentiate instruction for students with disabilities.
Your written report following presentation should include the theoretical background, your lesson objectives, a description of the difficulties students encounter when learning your topic, your complete lesson plan, and reflections after your in-class presentation. 
Your lesson presentation(s) should, ideally, precede your lesson(s) you will conduct in your school. That way you will benefit from your classmates input.

(15%) Webquest project assessment:
You will create a webquest (math topic and grade level of your choice -- within the grades 3-6). Pick a special math topic that you may be thrilled to teach; a topic that could not be done as well without Internet resources; a topic that invites creativity for the students. Make sure it includes the characteristics of a good webquest (as discussed in class). You will find the Webquest assessment rubric at the end of this syllabus.

(30%) Mathematics content quizzes and tests
Details will be provided during the course.

Note:
The grading of each math content knowledge problem will be as follows: 1/3 for the correct answer and 2/3 for the correct solution.

Required Textbook Readings


Additional material will be distributed in the classrooms

Additional Readings

edTPA Elementary Education Assessment Handbook, September 2014, Stanford Center for Assessment, Learning, & Equity.


Useful Websites


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

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


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

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

Additional website links will be distributed in the classrooms
Class Sessions

Session #1. Introductions and Overview of Goals
Preparation for Task 4, Math edTPA

- Introductions
  - Provide an overview of the themes of the course, the assignments, and the required texts.
  -- Provide candidates with electronic version (or paper-version format) of the two handbooks for edTPA: “Elementary Education Assessment Handbook” and “Making Good Choices”

  -- Discuss Task 4, EdTPA

Session #2A. Task 4, Math edTPA – Assessing Students’ Mathematics Learning

What to Think About
In Task 4: Assessing Students’ Mathematics Learning, you will analyze student work samples to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students’ needs. This task and the evidence you provide are framed by your understandings of your students and their learning. As you develop and document your evidence for this task, think about

- How will you analyze whole class evidence to identify patterns of learning?
- How will you use student work to analyze mathematical errors, confusions, and partial understandings?
- How will you re-engage students in learning to address identified areas of challenge or need?
- How do you use evidence of student learning to reflect on the success of your re-engagement lesson?

What Do I Need to Do?

Setting the Context
- Select a class. If you teach more than one class, select one focus class for this task.
- Provide context information. The Context for Learning Information questions are provided at the end of this handbook (no more than 3 pages, including prompts).
- Identify a learning segment from which to select the assessment you will analyze for this task. Review the curriculum with your cooperating teacher and select a learning segment of 3–5 lessons (or, if teaching mathematics within a large time block, about 3–5 hours of connected instruction) that will include the student assessment (formative or summative).
- Identify a central focus along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.

  edTPA Elementary Education Assessment Handbook

Briefly describe the instruction preceding the assessment using the Learning Segment Overview (no more than 2 pages).
Session 2B. Diversity and Equity
- Disabilities / Multicultural and Social Equity
- Gender Equity / Gifted and Talented/ promising
- Differentiation
- The new Common Core standards
- Review mathematical skills: Operations with whole numbers

Written Mathematics Assessment Test

Homework:
- Review IXL Grade 4: R11, R12, R14
- Review IXL Grade 5: L2, L4, L7, M3, N9, N12, N13
- Review IXL Grade 5: N15, N16
- Review IXL Grade 5: O1, O4, O7, P5

Homework:
- Read Burns pages 24-36

Session #3A. Task 4, Math edTPA – Assessing Students’ Mathematics Learning

Analyzing Student Work
- Develop or adapt a formative assessment that will allow you to assess whole class learning. It should be an assessment to be completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
  - conceptual understanding
  - computational/procedural fluency AND/OR
  - mathematical reasoning/problem solving skills
- Define the evaluation criteria you will use to analyze student learning related to the mathematical understandings described above.
- Collect and analyze the student work from the class and summarize learning in a narrative, chart, or table to identify patterns of learning within and across learners in the class.
- Select 3 work samples representing an area of struggle identified in your analysis and examine errors or misconceptions related to that area.

Re-engaging Students in Learning Mathematics
- Identify a targeted learning objective/goal based on the analysis of student work samples.
- Design a re-engagement lesson based on the targeted learning objective/goal.
- Teach the re-engagement lesson. The lesson may be planned for one-on-one, small group, or whole class implementation.
- Collect and submit 3 examples of student work from the same students from the re-engagement lesson that provide evidence of student mathematical understanding (e.g., formative assessment or exit ticket.)
• Analyze the effectiveness of the re-engagement lesson and consider its impact on student learning.

edTPA Elementary Education Assessment Handbook
See Task 4, Mathematics Assessment Task: Artifacts and Commentary Specifications for instructions on electronic evidence submission. This evidence chart identifies supported file types, number of files, response length, and other important evidence specifications.

Session #3B. Building Number Sense through Estimation

- Continue reviewing previously learned skills: Operations with whole numbers

*Homework:

Review IXL Grade 4: B8, E10, E21, C6, F3, U9
Review IXL Grade 5: H6, H13, U9, M11, D11, N10

- View Marilyn Burns’s video “Assessing Understanding: Part 2”
- View Marilyn Burns’s video “Mathematics with Manipulatives: Base Ten Blocks”

Session #4. Teaching *Operations with Integers*

- The real number line
- Integers
- Addition/subtraction of integers
- Multiplication/division of integers
- Powers of Integers

*Homework:

Review IXL Grade 5: C6, V9, V10, V11, V12
IXL Grade 6: I4, I6, I8, P12, X3

Session #5. Teaching *Grouping Symbols and Order of Operations*

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

*Homework:

Review IXL Grade 5: Q1, A10, C13
IXL Grade 6: P12, W7, T10
IXL Grade 7: V1-V5
Read Burns pages 397-398

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

Laptop required for this class
Class test on operations with integers and order of operations
- Smart Board and applications
- Other software applications: NLVM

**Homework:**
- Experiment with the Smart Board on your laptop
- IXL Grade 7: V1-V5

**Session #7. Use of Smart Board and Software for Teaching/Learning Mathematics (cont’d)**

Laptop required for this class

- Black Board and applications
- Other software applications
- Singapore math

**Homework:**
- NLVM: Place value, diffy, fractions pieces, fractions additions, percentages

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

Class test on algebra

- Teaching ratios and proportions -Operations with fractions and decimals
- Teaching operations with percentages
- Word problems involving fractions and percentages

**Homework:**
Read Burns pages 267-283, 388-390

View Marilyn Burns’s videos:

“Teaching for Understanding: Part 1” Fractions and Garboards
“Teaching for Understanding: Part 3” Fractional parts
“Assessing Understanding: Part 3”
Review IXL Grade 5: V5
IXL Grade 6: AA7, J8, J9
IXL Grade 7: AA7, J8, J9

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

- Base-ten activities
- Tile Activities
- Fraction Kit
- Ratio and proportions
- Operations with fractions and decimals

- Operations with percentages
- Word problems involving fractions and percentages

**Homework:**
Review IXL Grade 6: Z1-Z14, Z22, Z23
IXL Geometry: A1
IXL Algebra 1: C5, C6
NLVM: Fractions, Decimals, Percentages

**Session #10. Geometry**
- Sorting space figures
- Circles
- Similarity and congruence
- Tesselations
- Perimeter and areas
- Volume and surface area
- Review for geometry test

**Homework:**
IXL Grade 7: R1-R4, P11, P12, P16
IXL Grade 7: P18-P22, P28, P29

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

**Session #11. Teaching Data and Measurement**
**Class test on geometry**
- Circles
- Clocks
- Graphing
- Nonstandard measurement
- Perimeter and area activities

**Homework:**
Review IXL Grade 6: Y1-Y4, Q1 - Q5, R1-R5
IXG Grade 7: S1-S3

View Marilyn Burns video “Mathematics with Manipulatives: Six Models” Building Cubes, Fill the Boxes
Read Burns Pages 304-310

**Session #12. Teaching Probability and Statistics**
- Graphs
- Mean, median, mode
- Probability experiments
Homework:
IXL Grade 7: Z1-Z7
IXL Grade 7: AA1-AA4

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

Session #13. Teaching Functions and Elementary Algebra
- patterns
- variables
- evaluating algebraic expressions
- solving linear equations

Homework:
Read Burns pages 343-348
Prepare for final exam

Session #14. Wrap-up session

- Final reports due
- Final examination (no calculators)

Webquest Assessment Rubric

<table>
<thead>
<tr>
<th>Overall Visual Appeal</th>
<th>Unacceptable (0 Points)</th>
<th>Acceptable (2.5 Points)</th>
<th>Target (5 Points)</th>
<th>Total Score (Max 50 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Aesthetics (Web Quest Page)</td>
<td>There are few or no graphic elements.</td>
<td>Graphic elements sometimes (but not always) contribute to the understanding of concepts, ideas and relationships.</td>
<td>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships.</td>
<td>Differences in type size and/or color are used well and consistently.</td>
</tr>
<tr>
<td>Overall Visual Appeal</td>
<td>No variation in layout or typography.</td>
<td>There is some variation in type size, color, and layout.</td>
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<tr>
<td>Overall Visual Appeal</td>
<td>Color is garish and/or typographic variations are overused.</td>
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<tr>
<td>Overall Visual Appeal</td>
<td>Legibility suffers.</td>
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<tr>
<td>Overall Visual Appeal</td>
<td>Background interferes with the readability.</td>
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</tbody>
</table>
| **Navigation & Flow** | Getting through the lesson is confusing and unconventional.  
Pages can't be found easily and/or the way back isn't clear. | There are a few places where the learner can get lost and not know where to go next. | Navigation is seamless.  
It is always clear to the learner what all the pieces are and how to get to them. |
|---|---|---|---|
| **Mechanical Aspects** | There are many broken links and misplaced and/or missing images.  
Poorly sized tables.  
Misspellings and/or grammatical errors (spelling, punctuation and sentence structure). | There are some broken links, some misplaced/missing images.  
Poorly sized tables.  
Few misspellings and/or grammatical errors (spelling, punctuation and sentence structure). | No mechanical problems.  
No misspellings, grammatical, or punctuation errors. |
| **Graphics** | Some unneeded visual distractions.  
Images inappropriate and distracting. | Images add to the overall impact.  
No unnecessary distractions. | Appropriate or appealing graphics. |
<p>| <strong>Introduction</strong> | Introduction doesn't prepare the reader for what is to come, or build on what the learner already knows. | Introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about. | The Introduction builds on learner's prior knowledge by explicitly mentioning important concepts or principles, and effectively prepares the learner for the lesson by foreshadowing new concepts and principles. |</p>
<table>
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<tr>
<th><strong>Process</strong> (Step-by-step description of how students will accomplish the task)</th>
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<tbody>
<tr>
<td><strong>Process</strong></td>
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<tr>
<td>Process is not clearly stated.</td>
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<tr>
<td>Students would not know exactly what they were supposed to do just from reading this.</td>
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<tr>
<td>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</td>
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<tr>
<td>Activities are of little significance to one another and/or to the accomplishment of the task.</td>
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<tr>
<td>Few steps, no separate roles assigned.</td>
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<tr>
<td>Internet Web Resources</td>
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<td>------------------------</td>
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<tr>
<td>Resources provided are not sufficient for students to accomplish the task.</td>
</tr>
<tr>
<td>There are too many resources for learners to look at in a reasonable time.</td>
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</tbody>
</table>

<p>| Evaluation | Clarity of Evaluation Criteria | Criteria for success are not described. | Criteria for success are at least partially described. | Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what |</p>
<table>
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<th>students must know and be able to do to accomplish the task.</th>
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</table>

| Bibliography         | Some information and sources are not (correctly) cited. | Most sources of information and graphics are correctly cited and documented to make it possible to check their accuracy. | Sources of information are clearly identified and cited properly so that the reader can determine the credibility and authority of the information presented. |

| Conclusion           | Minimal conclusion. No tie in with the Introduction. | Sums up the learners' experiences. Makes some reference to the ideas expressed in the Introduction. | Clear closure and tie in with the Introduction Suggests how learning could be synthesized and generalized to other areas. |

| Total Score:         |                      |                      | Target = 23-30 Acceptable = 15-22 Unacceptable = below 15 |


Overview

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

Objectives

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

1. Understand how children learn and develop language in the upper elementary grades

2. Learn about the characteristics of various instructional approaches in the teaching of language arts in the upper elementary grades

3. Examine methodological approaches to develop literacy in upper elementary students through the integration of thinking, speaking, listening, viewing, reading and writing

4. Expand your repertoire of skills for creating and effectively managing an upper grade elementary classroom literacy program

5. Understand how assessment in the upper elementary grades can be utilized as a tool to drive literacy instruction

6. Demonstrate effective practices in reading instruction for students in the upper elementary grades
7. Plan lessons that are aligned to the Elementary Education edTPA literacy tasks

Assessment

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

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

Required Readings


Recommended Readings


Class Sessions

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

Assignments:
Read: Hennings, Chapter 1 & NYCDOE Handbook - Educational Philosophy, Core Values and Research
Double Entry Journal - Literature in Action: Walking with Rosie

2. An Integrated, Literature-Based Approach to the Language Arts
   - Literature in Action
   - The Organization of a Language-Learning Community
   - Creative Planning for Communication in Action
   - Meeting the Standards
   - Workshop Model

Assignments:
Read: Hennings, Chapter 2 & NYCDOE Handbook – Writing Workshop (grades 3-6)
Double Entry Journal - A Learning Community in Action: Preserving Habitats: A Thematic Unit

3. Diversity in the Multicultural, Inclusive Classroom
   - A Learning Community in Action
   - Meeting the Social and Language Needs of All Children
   - Assessment of Children as Language Users

Assignments:
Read Hennings, Chapter 3 & NYCDOE Handbook – Word Work (grades 3-6)
Double Entry Journal - Language Learning in Action: Mushrooms Now

4. Building on Children's Early Language Development
   - Language Learning in Action
   - How Children Learn and Develop Language
   - Growing Independence and Reading to Learn
Assignments:
Read Hennings, Chapter 4 & NYCDOE Handbook – Reading Workshop (grades 3-6)
Double Entry Journal - A Literature Conversation in Action: Racing Life with Willy

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

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

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

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

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

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

8. Oral Language as a Bridge into Literacy and Higher-Order Thought
- Language Experience in Action
- Vocabulary Development in the upper elementary grades
- Word Study in the upper elementary school
- Collaborative Workshops in Action
- Higher Order Thinking

Assignments:
Read Hennings, Chapter 8
Double Entry Journal - Reading/Writing in Action: From Communication Circle into Reading-Writing Workshop

9. **Reading for Meaning in the Upper Elementary Grades**
   - Reading/Writing in Action
   - Decoding
   - Comprehension
   - Strategies

Assignments:
Read Hennings, Chapter 9
Double Entry Journal - Workshop in Action: Journals, Idea Clusters, and Other Ways to Make Ideas during Workshop

10. **Writing as Idea Making, Creating Within a Variety of Genres**
    - Workshop in Action
    - Types of Writing & Genres
    - Expanding Writing in the upper elementary grades
    - Strategies
    - Spelling in Action
    - Tools of the Editor's Craft

Assignments:
Read Hennings, Chapter 10
Double Entry Journal - Interactive Writing in Action: The Desert

11. **Writing Processes in a Workshop Environment**
    - Interactive Writing in Action
    - The Writing Process
    - The Writing Workshop Model
    - Assessing Children as Authors in the upper elementary grades

Assignments:
Read Hennings, Chapter 11
Double Entry Journal - Language in Action: Revising Sentences - A Mini Lesson

12. **Writing, Language Conventions, and Grammar**
    - Language in Action
    - Controlling the Sentence
    - Managing Other Conventions of Written Language in the upper elementary grades
Assignments: Read Hennings, Chapter 12
Double Entry Journal - Spelling in Action: Spelling Patterns and Writing

13. Class Presentations: Core Book Unit

14. Class Presentations: Core Book Unit

Midterm Project

For your midterm project, you will be creating 5 upper grade, consecutive, reading strategy lesson plans utilizing the “workshop model.”

Your project should include the following components:

Planning – Please answer the following questions:

☐ What do you want your students to learn?
☐ What are the important understandings and core concepts you want students to develop within the learning segment?
☐ What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
☐ How is the teaching you propose supported by research and theory about how students learn?
☐ Explain how your plans build on each other to help make connections between skills and the essential strategy to comprehend meaningful texts
☐ Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Planning for language demands

☐ Identify one language function essential for students to learn the literacy strategy within your central focus. (analyze, argue, categorize, compare/contrast, describe, explain, interpret, question, retell, summarize…etc.)
☐ Describe the following associated language demands (written or oral) students need to understand and/or use
  ▪ Vocabulary or key phrases
  ▪ Plus at least one of the following language demands:
    • Syntax
    • Discourse
  ▪ Describe the instructional supports that help students use the language function

Plan for monitoring learning
☐ Describe how your planned formal and informal assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend throughout the learning segment

☐ Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning

For Each Lesson

Grade:
Teaching point:
Materials needed:
Connection:
Teaching:
Active involvement:
   Independent/groups/partner work
Differentiation:
Link:
Share:

www.readworks.org = free reading passages for educators
Adapted Lesson Plan Format
MSED Program
Metropolitan College of New York

Name: Lesson Date:
Grade/Room: Subject:
Lesson Title:

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

**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) 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 that demonstrate that cultural diversity is integrated into your objectives, activities and assessments. Consider students with special needs, and ELLs as well as culture, gender, socio-economic levels. (ACEI 3.2)(CEC 4)

11. **Connections Across the Curriculum**

12. **Alternative activities**—Describe emergency fillers for the stronger readers who complete the assignment ahead of time.

13. **Assignments**—Include homework or in-class supervised study.

14. **Co-Teaching and Collaboration:**

   Who is present during this lesson? Give all adults present a specific role.

15. **Lesson Planning Language, Grammar, Punctuation, and Spelling**

16. **Sources Cited**

(Complete Reflection and Implementation Log immediately following the lesson).
MCNY Proficiencies Evaluation of Field Observation/Student Teaching/Practicum  
(Check one: ___Midterm Evaluation / ___Final Evaluation)

Teacher candidate: ____________________________ Purpose _______ Semester ________
Evaluator: __________________________
Check one: ____ Field Supervisor | ____Cooperating Teacher

To the Evaluator: Please rate the teacher candidate’s proficiency in relation to ACEI and CEC Standards in each area as follows:
1 = Below proficiency
2 = Approaching Proficiency
3 = Proficient
4 = Exceeding Proficiency

### Knowledge

A. Subject Matter (ACEI 2.1, 2.2, 2.3, or 2.4) (CEC 3)

*Candidate knows, understands, and can use general and specialized curricula to individualize learning for students with and without exceptionalities.*

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<tr>
<th>Section</th>
<th>1</th>
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<tbody>
<tr>
<td>Reading, Writing, and Oral Language (ACEI 2.1)</td>
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<td>Science (ACEI 2.2)</td>
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<td>Mathematics (ACEI 2.3)</td>
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<td>Social Studies (ACEI 2.4)</td>
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<td>The Arts (ACEI 2.5)</td>
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<td>Health Education (ACEI 2.6)</td>
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Comments:_________________________________________________________________________

B. Student Learning (ACEI 1) (CEC 1)

*Candidate knows and understands similarities and differences human development and learning and uses this knowledge to provide meaningful, challenging and optimal learning experiences for students with and without exceptionalities.*

Comments:_________________________________________________________________________

C. Diversity of Learners (ACEI 3.2) (CEC 1)

*Candidate uses differentiated instruction that demonstrates understanding of how language, culture, and family background influence the learning of students with and without exceptionalities.*

Comments:_________________________________________________________________________

D. Environment for Learning (ACEI 3.4) (CEC 2)
Through collaboration with mentors and colleagues, candidate creates a developmentally appropriate, inclusive and culturally responsive learning environment so that students with and without exceptionalities have meaningful learning activities and social interactions.

Comments:

| 1 | 2 | 3 | 4 |

E. Assessment (ACEI 3.1, 4) (CEC 4)
Candidate demonstrates the ability to monitor, evaluate, analyze and interpret multiple methods of assessment in making educational decisions of student learning.

Comments:

| 1 | 2 | 3 | 4 |

Skills

A. Planning Instruction (CEC 5)
Candidate is able to select, adapt, and use a repertoire of evidenced-based instructional strategies to advance cross-disciplinary learning of students with exceptionalities.

Comments:

| 1 | 2 | 3 | 4 |

B. Strategies/Technologies (ACEI 3.1, 3.3) (CEC 5)
Candidate uses a variety of instructional and assistive technologies to promote the critical thinking and problem-solving skills of students with and without exceptionalities.

Comments:

| 1 | 2 | 3 | 4 |

C. Learning Environment (ACEI 1) (CEC 2)
Candidate creates a positive learning environment that increases students’ active engagement, self-management and motivation for students with and without exceptionalities.

Comments:

| 1 | 2 | 3 | 4 |

D. Communication (ACEI 3.5) (CEC 5)
Candidate effectively uses verbal, non-verbal, written language, and media communication strategies to support and enhance language development and communication skills of students with and without exceptionalities.

Comments:

| 1 | 2 | 3 | 4 |

E. Assessment (ACEI 4) (CEC 4)
Candidate selects, adapts and modifies formal and informal assessments to guide educational decisions for students with and without disabilities.

Comments:

| 1 | 2 | 3 | 4 |

F. Collaboration and Relationships (ACEI 5.2) (CEC 7)
Candidate demonstrates the ability to consult and collaborate with students, school and community personnel, and families to promote the learning and well-being of students with and without exceptionalities.

Comments:

| 1 | 2 | 3 | 4 |
### G. Reflection and Professional Development (ACEI 5.1) (CEC 6)
Candidate reflects on and analyzes the impact of his/her actions to improve instruction for students with disabilities and to guide their own professional growth and practice.

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### Dispositions/Values

#### A. Diversity/Individual Differences (ACEI 3.2) (CEC 2)
Candidate demonstrates that he/she can create a culturally responsive learning environment that promotes independence, self-motivation, self-direction, and personal empowerment of students with and without exceptionalities.

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#### B. High Expectations (CEC 6)
Candidate demonstrates commitment to developing the highest education and quality-of-life potential for all students with and without disabilities.

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### OVERALL TOTAL
“Exceeding Proficiency” scores total 46-52; “Proficient” scores total 39-45; “Approaching Proficiency” scores total 32-28; “Below Proficiency” scores are below 32.)

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Evaluator’s Signature ___________________________ Date ____________

Candidate’s Signature ___________________________ Date ____________

Overall Comments:
# Academic Calendar 2015

## Spring Semester 2015

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Saturday, January 10, 2015</td>
<td>Spring 2015 registration ends</td>
</tr>
<tr>
<td>Monday, January 12, 2015</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Monday, January 12, 2015</td>
<td>Late registration starts</td>
</tr>
<tr>
<td>Saturday, January 17, 2015</td>
<td>Late registration ends</td>
</tr>
<tr>
<td>Saturday, January 17, 2015</td>
<td>Last day to add/drop</td>
</tr>
<tr>
<td>Monday, January 19, 2015</td>
<td>Martin Luther King Birthday (college closed)</td>
</tr>
<tr>
<td>Tuesday, January 20, 2015</td>
<td>College follows Monday schedule</td>
</tr>
<tr>
<td>Monday, February 16, 2015</td>
<td>President's Day (college closed)</td>
</tr>
<tr>
<td>Monday, February 23, 2015</td>
<td>Last day for student to submit work from Fall 2014 incomplete</td>
</tr>
<tr>
<td>Monday, March 23, 2015</td>
<td>Summer classes registration begins (online and new students only)</td>
</tr>
<tr>
<td>Monday, March 23, 2015</td>
<td>Last day for instructor to submit grade change for Fall 2014 incomplete</td>
</tr>
<tr>
<td>Monday, March 23, 2015</td>
<td>Last day to withdraw for Spring 2015 semester</td>
</tr>
<tr>
<td>Monday, March 30, 2015</td>
<td>Registration open to all students (walk-ins included)</td>
</tr>
<tr>
<td>Tuesday, April 21, 2015</td>
<td>Last day of classes</td>
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## Summer Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Thursday, May 07, 2015</td>
<td>Summer 2015 registration ends</td>
</tr>
<tr>
<td>Friday, May 08, 2015</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Thursday, May 14, 2015</td>
<td>Last day to add/drop</td>
</tr>
<tr>
<td>Monday, May 25, 2015</td>
<td>Memorial Day (college closed)</td>
</tr>
<tr>
<td>Saturday, June 13, 2015</td>
<td>Commencement</td>
</tr>
<tr>
<td>Monday, June 22, 2015</td>
<td>Last day for student to submit work from Spring 2015 incomplete</td>
</tr>
<tr>
<td>Friday, July 03, 2015</td>
<td>Independence Holiday (college closed)</td>
</tr>
<tr>
<td>Saturday, July 04, 2015</td>
<td>Independence Holiday (college closed)</td>
</tr>
<tr>
<td>Friday, July 17, 2015</td>
<td>Fall classes registration begins (online and new students only)</td>
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<tr>
<td>Friday, July 17, 2015</td>
<td>Last day for instructor to submit grade change for Spring 2015 incomplete</td>
</tr>
<tr>
<td>Friday, July 17, 2015</td>
<td>Last day to withdraw for Summer 2015 semester</td>
</tr>
<tr>
<td>Friday, July 24, 2015</td>
<td>Registration open for all students (walk-ins included)</td>
</tr>
<tr>
<td>Monday, August 17, 2015</td>
<td>Last day of classes</td>
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## Fall Semester 2015

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, September 09, 2015</td>
<td>Fall 2015 registration ends</td>
</tr>
<tr>
<td>Thursday, September 10, 2015</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Wednesday, September 16, 2015</td>
<td>Last day to add/drop</td>
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<tr>
<td>Monday, October 12, 2015</td>
<td>Columbus Day (college closed)</td>
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<tr>
<td>Wednesday, October 21, 2015</td>
<td>Last day for student to submit work for Summer 2015 incomplete</td>
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<tr>
<td>Wednesday, November 11, 2015</td>
<td>Spring classes registration begins (online and new students only)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Wednesday, November 18, 2015</td>
<td>Last day for instructor to submit grade for Summer 2015 incomplete</td>
</tr>
<tr>
<td>Wednesday, November 18, 2015</td>
<td>Last day to withdraw for Fall 2015 semester</td>
</tr>
<tr>
<td>Wednesday, November 18, 2015</td>
<td>Registration open to all students (walk-ins included)</td>
</tr>
<tr>
<td>Thursday, November 26, 2015</td>
<td>Thanksgiving (college closed)</td>
</tr>
<tr>
<td>Friday, November 27, 2015</td>
<td>Thanksgiving (college closed)</td>
</tr>
<tr>
<td>Saturday, November 28, 2015</td>
<td>Thanksgiving (college closed)</td>
</tr>
<tr>
<td>Monday, December 21, 2015</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Tuesday, December 29, 2015</td>
<td>Administrative offices open (Financial Services, Student Services and Registrar)</td>
</tr>
<tr>
<td>Wednesday, December 30, 2015</td>
<td>Administrative offices open (Financial Services, Student Services and Registrar)</td>
</tr>
</tbody>
</table>

**Academic Calendar is subject to change.**

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