Meeting the Unique Needs of All Learners

Purpose 3

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

AUDREY COHEN SCHOOL FOR HUMAN SERVICES AND EDUCATION

FALL 2018

Metropolitan College of New York
60 West Street, New York, NY 10006

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### MEETING THE UNIQUE NEEDS OF ALL LEARNERS

**Purpose 3**

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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.

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

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

**Please be advised regarding the following:**
- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Laptop computers should only be used for note taking on classroom related assignments.
- Cell phones, or any form of audio equipment should be turned off or muted in the classroom at all times.
- Laptop computers should be used for related academic class work in the classrooms.
Any information in this handbook is subject to change

Definitions

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

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

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

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

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

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

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

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

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

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

NOTE: The Purpose 3 syllabi and course assessments are subject to change due to possible certification changes required by the New York State Education Department and accreditation changes made by CAEP.
The Mission of the Institution

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

The Vision of the Unit

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

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

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

The Mission of the Unit

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

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

Knowledge:

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

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

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

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

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

Skills:

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

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

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

D. Communication
Candidates use effective verbal, non-verbal strategies, medias and technologies to promote student learning.

E. Assessment
Candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.

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

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

Dispositions/Values:

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

B. High Expectations
Candidates demonstrate through their classroom behavior that all students can learn at high levels, and they persist in helping all students achieve success.
Candidates’ Proficiencies Aligned with State and National Standards

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<td>Knowledge (A) Subject Matter</td>
<td>Candidates demonstrate knowledge of general education and of subject matter and be able to integrate this knowledge into their practice.</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, understands, 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,</td>
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<td>and use the major concepts and modes of inquiry from the 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;</td>
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<td>2.5 <strong>The arts</strong>—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;</td>
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<td>2.6 <strong>Health education</strong>—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;</td>
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<td>2.7 <strong>Physical education</strong>—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life or elementary students.</td>
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### Candidates’ Proficiencies

#### Purpose

- **B) Student Learning**
  - The candidates know human development and learning and how to use this developmental theory in their practice to optimize student learning.

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<tr>
<td><em>(B) Student Learning</em></td>
<td>Standard I: Knowledge of Students and Student Learning&lt;br&gt;Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</td>
<td>Standard #1: Learner Development&lt;br&gt;The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</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 to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
<td>1</td>
<td>1, 2, 3</td>
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| *(C) Diversity of Learners*    | Standard I: Knowledge of Students and Student Learning<br>Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. | Standard #2: Learning Differences<br>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. | 1 | 2, 3 |

<table>
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<tr>
<th><em>(D) Environment for Learning</em></th>
<th>Standard IV: Learning Environment&lt;br&gt;Teachers work with all</th>
<th>Standard #3: Learning Environments&lt;br&gt;The teacher works with others to</th>
<th>3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior</th>
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<th>1, 2, 3</th>
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<tr>
<td>The candidates know the developmental and learning theories that facilitate the creation of a positive environment for learning.</td>
<td>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>
<td>4</td>
<td>2,3</td>
<td>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</td>
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<tr>
<td>(E) Assessment</td>
<td>(A) Planning Instruction</td>
<td>Skills</td>
<td>5</td>
<td>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>5</td>
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<tr>
<td>The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning.</td>
<td>The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</td>
<td>Planning</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>
<td>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>5</td>
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<tr>
<td>MCNY Candidates’ Proficiencies</td>
<td>New York State Teaching Standards (2011)</td>
<td>INTASC Standards (2013)</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>
<td>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>
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<td>(B) Instructional Strategies and Technologies</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>(C) Learning Environment</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>(D) Communication</td>
<td>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to</td>
<td>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative</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</td>
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<td>non-verbal strategies, media and technologies to promote student learning.</td>
<td>meet or exceed the learning standards.</td>
<td>learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td>elementary classroom.</td>
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<td>(E) Assessment</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>
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<td>(F) Collaboration and Relationships</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>
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<td>(G) Reflection</td>
<td><strong>Standard VII:</strong></td>
<td><strong>Standard #10: Leadership and</strong></td>
<td>5.1 Professional growth, reflection, and</td>
<td>6</td>
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<td>and Professional Development</td>
<td>Professional Growth Teachers set informed goals and strive for continuous professional growth.</td>
<td>Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td>evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources 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>Dispositions/Values</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 #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</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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<tr>
<td>(A) Diversity/Individual Differences</td>
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<td>(B) High Expectations</td>
<td>Standard III: Instructional Practice Teachers implement instruction that engages and</td>
<td>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse</td>
<td>1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents</td>
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<td>The candidates</td>
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<td>demonstrate through their classroom behavior that all students can learn at high levels and they persist in helping all students achieve success.</td>
<td>challenges all students to meet or exceed the learning standards.</td>
<td>cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
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MSED Program Assessment System for the Fall 2018 Cohort

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 assessment system at MCNY has the following characteristics:

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

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

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

Note: It is the responsibility of each candidate to provide documentation on time to Dr. Patrick Ianniello, Room 713, pianniello@mcny.edu, 212.343.1234 x2424. Failure to do so might prevent one from being allowed to register for the next semester.
Admission to the MSED program is competitive and requires the following:

1. A completed application with all official transcripts and documentation.
2. Evidence of an earned bachelor's degree with a GPA of 3.0 or higher from an accredited institution of higher education. A limited amount of applicants with a lower GPA may be considered for admission on a provisional basis based on professional experience and/or credentials. If admitted on a provisional basis, the student will be required to complete a specified number of credits with an overall GPA of 3.0 in order to continue in the program. Upon application to the program, a student's transcripts will also be evaluated for appropriate liberal arts and sciences and content core coursework required for certification by NYSED Section 52.21.
3. A resume
4. Two signed letters of reference from faculty/professionals attesting not only to the academic readiness of the applicant but also to his/her readiness to teach children.
5. GRE (Graduate Record Exam) or MAT (Miller Analogies Test) scores taken within the last five years.
6. Proficient English literacy skills through coursework and an in-person writing sample taken the same day as the interview.
7. Participation in a structured interview with the Program Director and/or program faculty.
8. NYCDOE fingerprint clearance eligibility to work with children. The NYCDOE fingerprint clearance process begins immediately following notification of acceptance by the Program Director.
9. Proof of Immunizations (New York State Public Health Law 2165 requires all students on or after January 1, 1957 to supply immunizations from Measles, Mumps and Rubella prior to registration.
10. Application Fee of $45 (the non-refundable fee) which can be paid either by check, money order or on-line with a credit card via a secured server.

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:

1. Satisfactory evaluation on the Field Experience (minimum 120 hours)
2. Satisfactory completion of the Pre-Student Teaching Assessment (Constructive Action 1)
3. Passing grades on the Mathematics and Reading methods courses
4. Child Study of a Student with Disabilities
5. Foundations of Special Education Examination
6. Child Abuse training certificate *
FALL 2018

7. Maintain background clearance to be eligible to work with students during Student Teaching I
8. CST Multi-Subject (1-6) Part One – Literacy and English Language Arts (221) test scores

* You will be given directions on how to complete the distance-learning Child Abuse training

**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:

1. Satisfactory Student Teaching 1 Proficiencies Assessment (minimum 32 days) by faculty supervisor and cooperating teacher(s)
2. Satisfactory completion of the Lesson Planning Assessment (Constructive Action 2) Assessment
3. Integrated Thematic Unit Assessment
4. Collaboration Project Assessment
5. Project SAVE Seminar
6. DASA (Dignity for All Students Act) training
7. Minimum 3.0 GPA
8. Maintain background clearance to be eligible to work with students during Student Teaching II
9. Upload edTPA Elementary Education Task 4 in Pearson e-Portfolio
10. Education All Students (EAS) (201) test scores
11. CST – Students with Disabilities (060) test scores

**Program Completion/Graduation:**
Candidates must successfully complete all requirements for the program and all assessments including:

1. Satisfactory Student Teaching 2 Proficiencies Assessment (minimum 32 days) by faculty supervisor and cooperating teacher
2. Satisfactory completion of the Teacher Work Sample Assessment (Constructive Action 3)
3. Arts Diversity Project Assessment
4. Minimum 3.0 GPA
5. Upload edTPA Elementary Education Tasks 1-3 in Pearson e-Portfolio
6. CST Multi-Subject (1-6) Part Two (222) and Part Three (245) scores

**Recommendation for Certification:**
In order to be recommended and achieve certification, candidates must:

- Complete the on-line NYS TEACH application during Purpose 3 http://www.highered.nysed.gov/tcert/teach/
- Successfully complete all MCNY degree requirements
- Achieve passing scores on the NYSTCE tests: EAS, CST – Students with Disabilities, CST Multi-Subject tests and the edTPA - Elementary Education.

**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 EAS, CST Multi-Subject, CST Students with Disabilities, and the Elementary Education edTPA are standardized assessments developed by New York State with established validity and reliability.

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, and data gathered for regional accreditation purposes, etc. No individual candidate is identified in the evaluation of the program data.

*Note: The above MSED Assessment System is subject to change due to compliance requirements from the New York State Legislature, the New York Board of Regents, the New York State Education Department, CAEP (Council for the Accreditation of Educator Preparation, and CEC (Council for Exceptional Children.*
<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Assessment Tools</th>
<th>Proficiencies</th>
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</thead>
<tbody>
<tr>
<td>Admission to the Program (Purpose 1)</td>
<td>BA/BS Degree (E)</td>
<td>Knowledge (A)</td>
</tr>
<tr>
<td></td>
<td>GPA 3.0 (E)</td>
<td>Dispositions (A, B)</td>
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<tr>
<td></td>
<td>Letters of Recommendation (E)</td>
<td></td>
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<tr>
<td></td>
<td>GRE or MAT scores (E)</td>
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<td></td>
<td>Interview (I)</td>
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<td></td>
<td>Essay (I)</td>
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</tr>
<tr>
<td>Admission to Purpose 2 (Student Teaching 1)</td>
<td>Passing Grade in Mathematics and Reading Methods courses (I)</td>
<td>Knowledge (A, B, C)</td>
</tr>
<tr>
<td></td>
<td>Criminal Background Check before the field placement (E)</td>
<td>Skills (B, D, F, G)</td>
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<td></td>
<td>Child Abuse Training Certificate (E)</td>
<td>Dispositions (A, B)</td>
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<tr>
<td></td>
<td><em>Pre-Student Teaching Proficiencies Assessment (I)</em></td>
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<td></td>
<td><em>Pre-Student Teaching Assessment (Constructive Action 1) (I)</em></td>
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<td></td>
<td><em>Child Study of a Student with a Disability Assessment(I)</em></td>
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<td><em>Foundations of Special Education Examination (I)</em></td>
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<td></td>
<td>CBASE scores (E)</td>
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<td></td>
<td>CST – 221 (E)</td>
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</tr>
<tr>
<td>Admission to Purpose 3 (Student Teaching 2)</td>
<td>3.0 GPA (I)</td>
<td>Knowledge (A, B, C, D, E)</td>
</tr>
<tr>
<td></td>
<td><em>Student Teaching 1 Proficiencies Assessment (I)</em></td>
<td>Skills (A, B, C, D, E, F)</td>
</tr>
</tbody>
</table>
| Program Completion | $\begin{align*}
&\text{3.0 GPA (I)} \\
&\text{Student Teaching 2 Proficiencies Assessment (I)} \\
&\text{TWS Assessment (Constructive Action 3) (I)} \\
&\text{Arts Diversity Project Assessment (I)} \\
&\text{Taking the edTPA and the CST Students with Disabilities (E)}
\end{align*}$ | $\begin{align*}
\text{Knowledge (A, B, C, D, E)} \\
\text{Skills (A, B, C, D, E, F, G)} \\
\text{Dispositions (A, B)}
\end{align*}$ |

**NOTE:** The Purpose 3 syllabi and course assessments/rubrics are subject to change due to possible certification changes required by the New York State Education Department and accreditation changes made by CAEP.
MEETING THE UNIQUE NEEDS OF ALL LEARNERS

Overview of the Purpose

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

Your Purpose 3 teaching practicum will consist of 30 full days. Your practicum will be supervised by faculty teaching the Purpose Dimension seminar. It will again be your responsibility to document the dates and times you devote to meet this requirement. For this, you will use and maintain a timecard at the cooperating school.

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

The Purpose 3 Constructive Action Document is based upon the Teacher Work Sample (TWS) methodology model from the Renaissance Partnership for Improving Teacher Quality Project [http://fp.uni.edu.itq](http://fp.uni.edu.itq) and is aligned to the edTPA for Elementary Education.

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

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

**Constructive Action: Teaching Practicum Grades 4-6**
In this course you will develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. As you proceed into your second major teaching practicum, you will develop increased awareness of how students are genuinely different and how these differences can be addressed.

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

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

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

COURSE DESCRIPTION:

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 3 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 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 forms of formal and informal NYCDOE assessments and the use of technology as an integrative tool for curriculum and assessment development will be emphasized.

**LEARNING OBJECTIVES:**

1. **Create a Segment of three to five ELA lessons connected to an ELA unit.** It should include essential concepts, learning standards, and objectives, designed to support the needs of typical students and students with special needs and disabilities.

2. **Collect formal and informal assessments, analyze student data, and determine next instructional step based on data.** Plan appropriate follow up learning activities.

3. **Differentiate instructional, curricular, and behavioral strategies for students with special needs.**

4. **Explain how and in what ways the CA meets ACEI, CEC Standards and the edTPA.** Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with and without exceptionalities including students whose primary language is not English.

5. **Based on a pre-assessment of students’ strengths, needs, interests, culture, community, and language, create a Segment of four ELA lessons connected to an ELA unit.** It should include essential concepts, learning standards, and objectives, designed to support the needs of the whole class, groups, and students with special needs and disabilities.

6. **Collect formal and informal assessments, analyze student data, and determine next instructional step based on data.** Plan appropriate follow up learning activities.

7. **Differentiate instructional, curricular, and behavioral strategies for students with special needs.**

8. **Explain how and in what ways the CA meets ACEI and CEC Standard and the edTPA.** Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with and without exceptionalities including students whose primary language is not English.

9. **Collect formal and informal assessments, analyze student data, and determine next instructional step based on data.** Plan appropriate follow up learning activities.

10. **Differentiate instructional, curricular, and behavioral strategies for students with special needs.**
11. Explain how and in what ways the CA meets ACEI and CEC Standard and the edTPA.

12. Synthesize the course work from Purposes 1, 2 and 3 to identify goal(s) for teaching students with and without exceptionalities including students whose primary language is not English.

REQUIRED TEXTS:

2017 edTPA Assessment Handbook

2018 edTPA Making Good Choices Guide

ADDITIONAL MATERIALS:

Recommended Reading


Course handouts and Websites
FALL 2018

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

www.engageny.org Common Core State Standards
www.ascd.org Check out the works of Popham on this site and others in the Testing and Assessment theme area and read some of the archived articles from Educational Leadership on the topic.
www.nysed.gov NYS Education Department home page
http://www.emsc.nysed.gov/ciai/assessment Explore and bookmark this Office of State Assessment site, including schedule of testing for your assigned grade.
www.scholastic.com Find sections on testing and assessment and check out lesson and theme plans- especially for those topics or themes you will use in your unit.
www.uft.org United Federation of Teachers’ data base has teacher-tested lesson plans.
http://www.ncte.org/ National Council for Teachers of English. (NCTE) Their Language Arts journal discusses both theory and classroom practice, highlights current research, and reviews children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators.
http://reading.org International Reading Association (IRA) Their journal, The Reading Teacher. This highly recommended journal demonstrates how to incorporate research into classroom practice with a readable format.
http://www.readwritethink.org/index.asp This practical, yet scholarly site is jointly produced by IRA and NCTE. See links on left: Lessons, Standards, etc. Refer to it often.
http://www.sedl.org/reading/framework/assessment.html (A recommended resource for published reading assessments and articles on reading theories and methods. Go to: Reading Assessment Data Base for online assessment tools.)
www.inspiration.com (Resource for assessment and activity templates.)
http://www.rmcdenver.com/useguide/assessme/online.htm Online resources for assessment—all disciplines.
http://xnet.rrc.mb.ca/glenh/
Tuttle, H. G. Formative Assessment: Responding to Your Students
Rief, S. F, Heimburge, J. A. How to Reach and Teach All Children Through Balanced Literacy

USE OF MOODLE:

This course requires students to participate in web-based exercises, which will be included in computing their grade. A Moodle course web site (http://moodle.mcny.edu) has been developed for this course, which includes: course assignments, additional web links, multimedia resources, and links to
the discussion forum. Additional web resources may be added to the page throughout the semester. A copy of this syllabus is also available. In combination, this syllabus and the moodle course shell explain all the requirements for this course. *Faculty will inform the class of the web requirements and the course schedule for individual sections of this course.*

**ASSESSMENT**

Grades will be computed based on any combination of the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS OR % OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>EDU 530 CON</td>
</tr>
<tr>
<td>Observations (10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Lesson plans available when teaching</td>
<td>25</td>
</tr>
<tr>
<td>7 CT Evaluations + mid proficiency ratings</td>
<td>30%</td>
</tr>
</tbody>
</table>

**EDU 530 PUR**

- Attendance & Participation-(2% per session, 1% for lateness or leaving early) (1 excused) On-line assignments not submitted on time will result in a 2% point reduction in attendance.
- 10%
- 20%

**COMPONENTS OF edTPA:**

- 20% Final Proficiency Rating by Field Supervisor
Revised Literacy Segment of Lessons 5%
Charts for TASK 1 5%
Chart for Focus Students 3%
Final TASK 2 Video 5%
Final TASK 3 Artifacts 2%

CONSTRUCTIVE ACTION
Rubric Score (See below) to include:
Context
Final TASK 1
Final TASK 2 Commentary
Final TASK 3 Commentary
10 Lesson Plans (Follow MCNY outline (includes segment)
Reflection of 7 non-edTPA lessons
1 point will be deducted for each of 8 drafts not submitted on time. (non on-line session drafts)

EDU 530PUR
15%

Attendance/Lateness/Participation 15%
15Fin%5

Reflection on Segment Teaching and Assessment 15%
15% 15% 15%

20%
Note: Assessment of the CA will be based on the MCNY CA Rubric and not on the edTPA Rubric. (See below for explanation)

MCNY Attendance Policy

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. Faculty members are required to take attendance during each class session and must keep their own attendance rosters. Additionally, students are responsible for knowing missed material. Faculty need not offer make-ups or extensions for missed work. Students who accumulate 3 absences are jeopardizing their good standing and are in danger of failing. Students who accumulate excessive absences or lateness may be recommended or withdrawal. Any student who has missed the first 2 sessions per class in a term will not be allowed to begin classes. Each Faculty may add additional requirements.

Standards of Academic Conduct and Student Integrity

The College expects academic honesty from students and instructors. Students have the obligation both to themselves and to the College to make the appropriate College representative aware of instances of academic deceit or dishonesty. Generally, this entails making the situation known to the
instructor, and if needed, to the Dean of the student’s school. Likewise, faculty members are responsible for enforcing the stated academic standards of the College. Instances of violating academic standards might include, but are not necessarily limited to, the situations outlined below:

**Cheating** – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.

**Plagiarism** is presenting someone else’s work as though it is your own. 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. Students are expected to use the proper APA format for citations. An online APA manual can be found at: [http://www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/).

**Fabrication** involves inventing or falsifying any data, information, or records.

**Obstruction** is impeding the ability of another student to perform assigned work.

**Collusion** comprises assisting any of the above situations or performing work that another student presents as his or her own.

For the complete policies of academic and student conduct of the MCNY student handbook, please visit [http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf](http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf)

**EDU 530 CON*Attendance and Lateness Policy**

1. Student Teachers must complete the requirement of **30 full days** during the semester.
2. **Student Teachers are required to report (and clock-in) to their assigned school 15 minutes prior to the official time when students report to the individual school, and remain (and clock-out) at 15 minutes after the official dismissal of the students.**
3. 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.
4. **Student Teachers should take a photo of their time cards** at the end of each week, and email those photos to their field supervisor. Additionally, Student Teachers should make copies of each time-clock card for their own records.
5. Every time a Student Teacher clocks in more than 10 minutes late or leaves before the end of the faculty day, 1% will be deducted from the 25% attendance/lateness component of their overall grade. Candidates are required to make up an additional day if the total times of lateness totals 60 minutes, or a candidate is late 5 times during their 30-day placement.

6. The first absence will not require documentation as evidence for the cause of the absence(s) nor will percentage points be deducted. However, the day must be made up. However, beginning with the second 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.

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

8. Student Teachers have the responsibility to contact both the school and the college supervisor of an absence or lateness.

9. Student Teachers who clock in-or-out for other candidates, or who have someone else clock in-or-out for them, will be subject to disciplinary action and a failing grade.

10. **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 that day.

11. **Student Teachers must 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.

12. 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 phone and 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 30% 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

**EDU 530 PUR CLASS ATTENDANCE AND PARTICIPATION POLICY**
We are a community of teachers and learners; attendance is mandatory in order to create and maintain a collaborative atmosphere. Throughout the semester you will be expected to participate in class as demonstrated through various activities. These activities include but are not limited to readings, class discussions, group and independent activities. Active regular class participation, constructive input, and involvement in group work
are a crucial part of this course. A positive rating for class participation will be based on observation of whether a student arrives late, leaves early, leaves during class for extended periods, or engages in unassigned computer work during class time.

Absences and excessive tardiness will affect your grade. Each absence and on-line sessions will count towards 2% of your attendance score.

ASSIGNMENT SUBMISSION POLICY (530 PUR)

Points will be deducted for late submission of drafts and online assignments past the due date and a grace period up until the following Tuesday. By the next class session, you will lose one percentage point from your final grade. After an online session, you will also lose two points for not participating and being absent for that session. The percentage value given a primary course assignment is separate and in addition to these points.

The revised CA, coordinated in sequential order with all components and based on feedback, is due by the 12th session. Missing sections will result in acceptance of total submission for the entire CA whenever those missing sections are submitted. A CA submitted session 13 will result in a 5% reduction from the total percentage. A CA submitted Session 14 will result in a half a grade reduction. Permission granted after the 14th session will result in a full letter grade reduction unless you are approved for an Incomplete.

However, when an extenuating circumstance makes submission of work impossible, the candidate should consult the instructor as soon as possible to make special arrangements.
ASSESSMENT OF CONSTRUCTIVE ACTION (CA) WORK SAMPLE

The Purpose 3 work sample/constructive action document is adapted from the Elementary edTPA national performance exam required by New York State for certification.

Note: The Constructive Action document should use 11, Arial font, 1 inch margins, and be single-spaced (with the exception of graphs and lesson plans). See edTPA Handbook.

SEGMENT PLAN:
Follow the MCNY Segment Plan Outline & pages 12-14 of the edTPA handbook.

CONTEXTUAL FACTORS: Based on the identified contextual factors and conversations with your cooperating teacher, describe the learning goals for your students. Discuss relevant factors and how they may affect the teaching-learning process. See pages 52 & 53 of the edTPA handbook. Up to 4 pages

TASK 1: PLANNING FOR LITERACY INSTRUCTION AND ASSESSMENT - Up to 9 pages.
Follow edTPA Handbook outline, pages 15 to 17

TASK 2: INSTRUCTING AND ENGAGING STUDENTS IN LITERACY LEARNING - Up to 6 pages (+ 2 optional. See page 60)
Follow edTPA Handbook outline, pages 25 to 26

TASK 3: ASSESSING STUDENTS’ LITERACY LEARNING
Up to 10 pages + 5 for assessments, + 2 for inaudible video, + unlimited Student feedback samples. Follow edTPA Handbook outline, pages 33 to 36

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.
Analyze your assessment data, including formal and informal pre/post assessments and any formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and a narrative to communicate the performance of, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

**PART IV: OTHER CONTENT AREAS OF INSTRUCTION:**

This section must include copies of 10 lessons to include the following:

4 ELA  
2 Math  
1 Social Studies  
1 Science  
1 Art  
1 Health  

TOTAL = 10 lesson plans. Note that implementation of 7 lesson plans will be observed and evaluated by the Cooperating Teacher and 3 lessons will be observed and evaluated by the Field Supervisor. Candidates should follow the MCNY lesson plan outline and present their lesson plan the day before the observation.

**C. WRITTEN REFLECTION:** 2 pages

1. **Describe the types of assessments used for all lessons and patterns** identified for the entire class, groups, and focus students.

2. **Analyze the relationship between your instruction and student learning in order to improve your teaching practice.** That is, your performance as a teacher is linked to student learning. Evaluate your performance and identify future actions for improved practice and professional growth. **This reflection should be based on reviewing the outcome of non edTPA lessons or may be written as a two page summary of overall teaching performance and student learning patterns.**
CA RUBRIC

Your CA Rubric score will be converted to 65% of your final grade. Therefore, depending on the related parts of the CA, a rating from 109 to 120 (Exceeds Proficiency) may result in a full percentage of 65%. This final percentage will be combined with other course requirements and will result in a final letter grade.

The CA rubric will assess the following parts of your final CA:

Context  CA Part 1 Rubric: Context Factors: The Learning Environment

Task 1  CA Part 2 Rubric: Learning Goals and objectives  
CA Part 4 Rubric: Design of instruction

Task 2  CA Part 2 Rubric: Learning Goals and objectives  
CA Part 4 Rubric: Design of instruction  
CA Part 7 Rubric: Reflection and Response

Task 3  CA Part 3 Rubric: Assessment  
CA Part 5 Rubric: Instructional Design Making  
CA Part 6 Rubric: Analysis of Student Learning

10 Lesson Plans  CA Part 6 Rubric: Analysis of Student Learning  
(ELAMath, Soc. St., Sci., Health, Art)

Reflection  CA Part 7 Rubric: Reflection and Response  
(ELAMath, Soc. St., Sci., Health, Art)

POSSIBLE CA SCORE:

Exceeding Proficiency - 109 - 124

Proficient - 93-108
FALL 2018

Approaching Proficient - 78 - 92

Below Proficient - Below 78
**CALENDAR FOR SUBMITTING DRAFTS**

All drafts are due the next session or up until the following Tuesday. By the next session following that Tuesday, you will lose one percent from attendance if the assignment is not submitted on the due date or within the grace period. Online draft assignments are worth 2 points.

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Session 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
<th>SESSION 5</th>
<th>SESSION 6</th>
<th>SESSION 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVISE Purpose2 SEGMENT &amp; Task 1</td>
<td>WRITE TASK 1, #s 1, 2 &amp; 5</td>
<td>Conduct PRE ASSESSMENTS Revise CONTEXT Submit CHARTS</td>
<td>WRITE TASK TASK 1, #3a 3b, 3c &amp;4</td>
<td>ON LINE SESSION RECORD VIDEO WRITE TASK 2, 1.2.3</td>
<td>REVIEW VIDEO WRITE TASK 2, #4</td>
<td>WRITE TASK 2 , #5</td>
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<tr>
<td>SESSION 8</td>
<td>SESSION 9</td>
<td>SESSION 10</td>
<td>SESSION 11</td>
<td>SESSION 12</td>
<td>SESSION 13</td>
<td>SESSION 14</td>
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<tr>
<td>ON LINE</td>
<td>WRITE</td>
<td>Write a Table</td>
<td>SUBMIT</td>
<td>ON LINE</td>
<td>SUBMIT</td>
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</tbody>
</table>
### WRITE

**WRITE TASK 3, #1,#2**

**SESSION WRITE TASK 3 #3 & #4**

**REFLECTION & make Revisions from feedback**

**of Contents Organize All parts The CA & add ALL 10 LESSON PLANS & edTPA artifacts**

**FINAL CA FOR FULL GRADE PARTS MISSING WILL RESULT IN NO GRADE UNTIL ALL ARE SUBMITTED.**

**SESSION SUBMIT CA MINUS 5% FROM FINAL GRADE**

**FINAL CA for a half a letter grade reduction from FINAL GRADE.**

*SEE GRADING GUIDELINE*

---

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS SESSION TOPIC</th>
<th>ASSIGNMENTS &amp; DUE DATES *</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 1</td>
<td>• Literacy Pre Assessment Exam</td>
<td>SEE DRAFT CALENDAR</td>
</tr>
<tr>
<td></td>
<td>• Review Syllabus and Requirements and Rubrics</td>
<td></td>
</tr>
</tbody>
</table>

42
<table>
<thead>
<tr>
<th>SESSION 2</th>
<th>Review syllabus calendar of assignments</th>
</tr>
</thead>
</table>

**TASK 1**
- Compare Task 1 to Task 3
- Review Task 1:#1, 2, 5
- Using sentence starters:
  - Writing commentary
  - Student Teaching begins
  - Review of School Placements

| 13. | DO: Bring proof of edTPA registration. |
| 14. | DO: Complete information form. |
| 15. | DO: Review syllabus calendar of assignments. |
| 16. | SEE DRAFT CALENDAR |
| 17. | Due : |
| 18. | Show proof of edtpa registration. |
| 19. | |

<table>
<thead>
<tr>
<th>SESSION 3</th>
<th>REVIEW OF edTPA pre assessments</th>
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</table>
- Focus Students: Feedback and informed instruction
- Analyzing Language use
- Deepening Learning
- Review Exemplars: Samples of commentary

| SEE DRAFT CALENDAR |
| Prepare for first field observation #1 |

- Review of Purpose 2 Segments & Task 1.
- If necessary, schedule conferences for review:
  - Essential strategy vs. related Skills
  - Complete class questionnaire
| SESSION 4 | ONLINE | Review syllabus calendar of assignments & Mid semester status  
|           |        | Review charts and Task 1, #4  
|           |        | Finalize chart of Focus Students’ accommodations and modifications (in addition to edTPA chart)  
|           |        | SEE DRAFT CALENDAR  
|           |        | Do: Present lesson plan to field supervisor for first observation. (video 1st edTPA lesson.)  
|           |        | Do: Prepare lessons for observations  
|           |        | Do: Bring Sept Time Cards & Ct Mid Proficiency Rating  
| SESSION 5 | ONLINE SESSION #1 | Video Production For edTPA TASK 2  
|           |        | Review Exemplars of Part 3 Analyzing Charts, Evidence & Artifacts  
|           |        | SEE DRAFT CALENDAR  
|           |        | Do: Mid Term CT Proficiency  
|           |        | Do: Continue to record video. Bring sample for cohort review and TIME CARDS  

<table>
<thead>
<tr>
<th>SESSION 6</th>
<th>REVIEW TASK 2#1,2,3,</th>
<th>SEE DRAFT CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review video samples</td>
<td>DO: CT Proficiency</td>
</tr>
<tr>
<td></td>
<td>• Review Exemplars: Samples of commentary</td>
<td>DUE: Submit Mid Term CT Proficiency</td>
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<tr>
<td></td>
<td>• Review course assignments</td>
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<table>
<thead>
<tr>
<th>SESSION 7</th>
<th></th>
<th>SEE DRAFT CALENDAR</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Review Task 2, #4</td>
<td>DUE: CT mid term Proficiency</td>
</tr>
<tr>
<td></td>
<td>• Review Task 2, #5</td>
<td></td>
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<tr>
<td></td>
<td>• Review Task 3, #1,2</td>
<td></td>
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<tr>
<td></td>
<td>• Review Exemplars of Part 2</td>
<td></td>
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<tr>
<td></td>
<td>• Review High &amp; Low Passing edTPA’s</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 8</th>
<th>Review Exemplars of Part 3</th>
<th>SEE DRAFT CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review Task 3, #3, 4a</td>
<td>DO: Bring Time Cards</td>
</tr>
<tr>
<td></td>
<td>• Examine student work samples giving feedback.</td>
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<td></td>
<td>• Schedule individual conferences</td>
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<td></td>
<td>• Discuss possible alternate day for Boot Camp.</td>
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<td></td>
<td>• Determine agenda depending on the needs of the cohort</td>
<td></td>
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</tbody>
</table>
| SESSION 9 | ONLINE SESSION #2  
SEE DRAFT CALENDAR | SEE DRAFT CALENDAR |
| --- | --- | --- |
| BOOTH CAMP | Possible alternate date & time for BOOTH CAMP  
Include review of Task 3, 4b | SEE DRAFT CALENDAR  
DO: Bring Feedback samples |
| SESSION 11 | Review assessments and related Artifacts. Examine feedback samples | SEE DRAFT CALENDAR  
DUE: Bring final CT Proficiency,  
Do: Bring Time Cards & 7 lesson ratings  
DUE: Feedback Samples |
| SESSION 12 | Discuss final CA/edTPAs  
Danielson Evaluation Model versus edTPA | EDU 530 CON;  
DUE: Bring final CT Proficiency, Time Cards & 7 lesson ratings |
Discuss preparation for the first week of school in September.

Review of the following:
- Career opportunities
- NYC Information
- Interview questions

EDU 530 PUR
Make a list of all the things you would do the first week of school.
FINAL REVISED CA DUE WITH ALL SECTIONS SEQUENTIALLY ORGANIZED

<table>
<thead>
<tr>
<th>SESSION 13</th>
<th>ONLINE</th>
<th>ON LINE SESSION HYBRID COMPONENT: #3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>View one You Tube video selected from a search of “First Day of Teaching Primary School”. Be prepared to discuss your selected video in Session 14.</td>
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<tr>
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<td>DO &amp; DUE: Upload all CA/edTPA into MCNY Moodle archive</td>
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<thead>
<tr>
<th>SESSION 14</th>
<th></th>
<th>Final collection of all assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>We will discuss each CA and summarize the course in relation to your future teaching career.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEE GRADING GUIDELINES AND SEE DRAFT CALENDAR</td>
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<tr>
<td></td>
<td></td>
<td>DO &amp; DUE: Pearson portal: Upload ONLY TASK 1,2,3, and all edTPA Charts, Evidence &amp; Artifacts and selected video with time stamps into Pearson portal</td>
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<td></td>
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<td>GOOD LUCK!!</td>
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</tbody>
</table>
CONSTRUCTIVE ACTION (TWS/CA) OUTLINE

THE PURPOSE 3 TEACHER WORK SAMPLE/CONSTRUCTIVE ACTION (TWS/CA) DOCUMENT

Adapted from-The Renaissance Partnership for Improving Teacher Quality Project

http://fp.uni.edu/itq

The Teacher Work Sample/Constructive Action (TWS/CA) is aligned to CEC Standards 1, 2, 3, 4, 5, 6, and ACEI Standards 1, 2.1-2.6, 3.3, 3.2, 3.3 3.5, 4, 5.1.

Note: The Teacher Work Sample/Constructive Action (TWS/CA) should use 12 point, Times New Roman font, 1 inch margins, and be double-spaced (with the exception of graphs and lesson plans).

Part I: Contextual Factors

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

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

1. Knowledge of the School, Classroom, and Family (CEC 2) (ACEI 3.1)
   a. School-wide Characteristics and Programs: Describe the characteristics of the school and specific programs that are related to your classroom. Consider discussing the following:

      • Proportions of ethnic groups and recent immigrants
      • Proportions of students who are eligible for free lunch
      • Average classroom size
      • Curriculum
      • Testing programs and schedule
      • School wide Programs (alliances with outside agencies etc.)

   b. Classroom Environment: Describe how the classroom environment supports or constrains learning and teaching:
• Room Arrangement
• Display of student’s work
• Typical daily schedule
• Times and subjects for all weekly prep periods
• Classroom routines
• Classroom management techniques
• Assessment of how well the students follow these routines
• The use of available curriculum resources and technology
• Your observations of your CT teaching
• Describe classroom setting and routines affected and shaped by the lessons
• Describe examples of teacher-centered/student-centered lessons

c. **Students and Families:** Objectively describe students and families:
   
   • Range of students’ and family’s beliefs, traditions and values
   • 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
   • 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, IEP conferences, parent-teacher conferences, learning leaders, curriculum workshops for parents, PTA meetings, school leadership team

2. **Knowledge of Characteristics of Students (CEC 1) (ACEI 3.1):** Describe similarities and differences, strengths and areas for growth in the group as a whole.

   • Abilities/Disabilities of students
   • Identify individual students with special needs, IEP’s, ELL’s-language and levels
   • Services students are receiving
   • Behavior
3. **Knowledge of Students’ Varied Approaches to Learning (CEC 1) (ACEI 3.2):** Describe the different ways you have observed students learn.

- Similarities and differences in human growth and development
- Influence of language, culture, and family background
- Learning Styles
- Learning Modalities

4. **Knowledge of Study Group Students’ Skills and Prior Knowledge (CEC 1) (ACEI 1)**

- Describe their strengths and area for growth specifying initial skill levels in reading, writing and math, to establish a baseline that you will refer to at the close of the semester. This initial data will be used in the Pre-Post Group Summary table in Part VI.
  - In conversations with the cooperating teacher, establish the reading and math levels of each group characteristic. Compare reading & math levels of the each study group with the rest of the class. Always cite the source of your information.
  - Organize the whole class data by group characteristic (see #5 below). Any remaining students who do not fall within a group characteristic should be listed at the end.
- In conversations with your cooperating teacher, describe students’ level of prior knowledge needed in order to teach your instructional unit.

   **Student Characteristics of Study Group:** Select three “group characteristics” to focus on, in consultation with your CT and Supervisor. You are not limited to, but may consider any of following “group characteristics”:
   - Autism
   - English Language Learners
   - ADHD
   - Emotionally Disturbed
   - Gifted

5. **Implications for Instructional Planning and Assessment (CEC 5) (ACEI 3.1):** Describe how your observations of the family, school, classroom, and students may have implications for your own planning of instruction. (Conclusions in this section should appear in your lesson plans, implementation logs and reflections.)

   - Include specific instructional implications for each group characteristic and any other factors that will influence how you plan and implement your unit.
   - Document your plans with at least two examples from the classroom, outside references and texts from the Seminar and other courses.
   - **ELA lesson:** *Instructions + rubric will be handed out in class.*

Suggested page length: 4-5 pages, including chart
Part II: Learning Goals

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

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

1. **Significance, Challenge, and Variety (CEC 5) (ACEI 3.1):** List all learning goals you will set for this instructional unit.
   - Primary Academic Goals
     - Academic goals for the unit (Hint: for an 10 day unit, you will likely have 2-3 learning goals)
     - Include 10 daily objectives

2. **Clarity (CEC 5) (ACEI 3.1):** Each lesson objective follows the following format:
   - SW (insert thinking skill)

3. ** Appropriateness for Students (CEC 5) (ACEI 3.2):** Provide a rationale as to why each goal is appropriate for the development, pre-requisite knowledge, skills, and other student needs. Rationale should include specific references to the following contextual factors:
   - Reading, writing and/or math data collected
   - Behavior modifications
   - Pre-requisite knowledge
   - Any other contextual factors you deem necessary to discuss

4. **Alignment with National, State, or Local Standards (CEC 3) (ACEI 3.1):** Provide a rationale as to why your objectives incrementally lead your students to achieving the learning goals and ultimately the standards.
   - *HINT:* Your 10 day unit should follow this structure:

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

Suggested page length: 2-3 pages

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Part III: Assessment Plan

TWS Standard: The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

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

1. **Alignment with Learning Goals and Instruction (CEC 4) (ACEI 4):** Goals are comprehensively assessed throughout the instructional unit.
   - Organize assessments per lesson. Organize lessons per learning goal (refer to Assessment Plan graphic organizer that will be handed out in class).
   - List and describe all formal assessments used (including diagnostic and summative assessment).

2. **Clarity of Criteria and Standards for Performance (CEC 4) (ACEI 4):** Assessment criteria are clear and linked to goals.
   - Include an example of your “mastery” expectation for each lesson. In other words, what will you expect students to be able to do at the very end of the lesson?

3. **Multiple Modes and Approaches (CEC 4) (ACEI 4):** The assessment plan includes multiple, developmentally appropriate assessment modes.
   - List and describe all informal assessments used within each lesson. Consider discussing the following:
     - Questioning
     - Grouping strategies
     - Physical signals (i.e. “thumbs up”)
     - Walking around to monitor work

4. **Technical Soundness (CEC 4) (ACEI 4):** Assessments are clearly valid.
   - Any prompts, directions, procedures are written on each formal assessment.
   - Include a rationale as to why you believe each assessment enables you to accurately assess the objective.

5. **Adaptations or Modifications Based on Individual Student Needs (CEC 5) (ACEI 3.2)**
   - Describe all adaptations or modifications made to formal assessments. If no adaptations or modifications were made to the formal assessment, indicate with “n/a”.
Part IV: Design 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, implement and reflect on the effectiveness of ten lessons during student teaching. **All lessons should follow the lesson plan modified for inclusion format.**

1. **Alignment with Learning Goals (CEC 5) (ACEI 3.1):** All ten lessons are explicitly linked to goals connected across the curriculum. All learning activities, assignments and resources are aligned with the goals.
   - Organize all MCNY lesson plans by learning goal. Each MCNY lesson plan should include:
     - Materials and Technology
     - Pre-Assessment
     - Content-Specific Standards
     - Objective
     - Introduction/Motivation
     - Activities/Steps
     - Closure
     - Assessment
     - Diversity of students
     - Differentiation
     - Connections Across Curriculum
     - Lesson Plan Language, Grammar, Punctuation, Spelling

2. **Accurate Representation of the Content (CEC 3) (ACEI 2.1-2.6):** Candidate demonstrates in-depth knowledge of concepts and theories of the discipline. Content is also aligned with NYS and NYC standards.
   - All lessons are standards based.
   - “Teacher explanation” in each section of each lesson plan is:
     - Student friendly
     - Grade level appropriate
     - Connected to student prior knowledge
     - Detailed
3. **Lesson and Unit Structure (CEC 5) (ACEI 3.1):** Lesson sequencing moves students towards higher levels of learning (also refer to Assessment Plan, Section 4)
   - Lessons are aligned to learning goals.
   - Lesson objectives move up Bloom’s Taxonomy.
   - Lesson objective, formal assessment, and instructional activities are aligned

4. **Use of Variety of Instruction, Activities, Assignments, and Resources (CEC 5) (ACEI 3.2):** Variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.

5. **Use of Contextual Factors and Data to Select Appropriate and Relevant Activities, Assignments, and Resources (CEC 5) (ACEI 3.3):** All instruction has been designed with reference to contextual factors and pre-assessment data in mind. Include the following for each lesson:
   - Differentiated instructional strategies are listed and described for each “group characteristic”.
   - Diagnostic assessment data justifies starting point of unit.
   - “Teacher explanation” in introduction taps into prior knowledge
   - Grouping strategies based on student needs
   - Varied types of questions

6. **Use of Technology including Assistive Technology (CEC 5) (ACEI 3.5):** Demonstrates use of available technology and appropriate assistive technologies for students with exceptionalities that contributes to student learning:
   - Each lesson should use at least two of the following:
     - Smartboard
     - PowerPoint
     - Excel
     - Word Processor
     - Internet (i.e. instructional videos)
     - Teacher websites
   - For each technology identified, provide a rationale for including. This rationale should establish:
     - Compelling reason for why this type of technology is used in the lesson for the class and for students with exceptionalities.
     - How the technology contributes to student learning.

Suggested page length: 1-2 pages, not including 10 lesson plans
Part V: Instructional Decision-Making

TWS Standard: The teacher candidate uses on-going analysis of student learning to make instructional decisions.

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

Base this section on two videotaped lessons

1. Sound Professional Practice (CEC 6) (ACEI 5.1): 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. Modifications Based on Analysis of Student Learning (CEC 5) (ACEI 4): Describe the modifications you made during the lesson to address individual student needs. This description should include the following:
   - Exact video time of instructional modification
   - Identification and analysis of behavior
   - What you did to address behavior
   - Why you believed those actions would help that student

3. Congruence between Modifications and the Learning Goals (CEC 5) (ACEI 3.2): Describe the outcome of the modifications made to instruction. How did these modifications enable the student(s) to stay on track to meeting the lesson objective? OR If the modifications did not make a difference, what would you have done differently?

Suggested page length: 3-4 pages

Part VI: Analysis of Student Learning

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

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

1. **Clarity and Accuracy of Presentation (CEC 4) (ACEI 4):** See CA checklist.

2. **Alignment with Learning Goals (CEC 4) (ACEI 3.1):** Provide a comprehensive profile of student learning for the whole group, “group characteristics”, and two individual students. Include a paragraph description of their overall performance.

3. **Interpretation of Data (CEC 4) (ACEI 4):** Draw conclusions based on the data. Consider addressing the following questions:
   - Based on the data, could you have challenged your students with more rigorous work? If you could go back and re-teach the unit, what would you do to proactively address that? Use student work to support this.
   - Were there any skills/knowledge the whole class/”group characteristics” struggled with? If you could go back and 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 (CEC 4) (ACEI 4):** Use diagnostic and summative assessments, excel spreadsheet.

Suggested page length: 3-4 pages, including graphs

**Part VII: Reflection and Response**

TWS Standard *The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

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

1. **Interpretation of Student Learning (CEC 4) (ACEI 5):** Use evidence to support conclusions drawn in “Analysis of Student Learning” section. Why did some students not meet the learning goals? Consider the following:
Identify patterns of growth, problem-solving techniques and social habits that inhibited or fostered student growth.

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

2. **Insights on Effective Instruction and Assessment (CEC 6) (ACEI 5.1)**: Identify successful and unsuccessful activities and assessments and provide rationale for their success or lack thereof.

3. **Alignment among Goals, Instruction and Assessment (CEC 6) (ACEI 5.1)**: Connect and reflect on learning goals, instruction and assessments results, including guidance for paraprofessional, tutors and volunteers.

4. **Implications for Future Teaching (CEC 6) (ACEI 5.1)**: 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
Note: The following rubric is adapted from teaching processes and assessment indicators of the Teacher Work Sample by the *Renaissance Partnership for Improving Teacher Candidate Quality (June 2002)*. It is used for CEC Program Report Assessment #5 (Candidate Effects on Student Learning).

**Part I. Contextual Factors: The Teaching-Learning Environment:** The teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

<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>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>
<tr>
<td>Knowledge of Characteristic of Students (ACEI 3.1) (CEC 1)</td>
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<tr>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student difference (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).</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>
<td></td>
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<tr>
<td>culture of achievement, and actively engages individuals with exceptionalities.</td>
<td>achievement, and actively engages individuals with exceptionalities.</td>
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</tbody>
</table>

FALL 2018
<table>
<thead>
<tr>
<th>Knowledge of Students’ Varied Approaches to Learning (ACEI 3.2) (CEC 1)</th>
<th>Knowledge of Students’ Skills And Prior Learning (ACEI 1) (CEC 1)</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Teacher candidate displays comprehensive understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>Teacher candidate displays comprehensive understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
</tr>
</tbody>
</table>
### Implications for Instructional Planning and Assessment (ACEI 3.1) (CEC 4)

| Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications. |
|Teacher candidate provides some general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.|
|Teacher candidate provides satisfactory implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.|
|Teacher candidate provides in-depth implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.|

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### Part II – Identifying Learning Goals and Objectives

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

<p>| Rating | 1 | 2 | 3 | 4 |
| Indicator | Below Proficiency | Approaching Proficiency | Proficient | Exceeding Proficiency | Score |</p>
<table>
<thead>
<tr>
<th>Knowledge of Community, School and Classroom Factors</th>
<th>Candidate displays understanding of a community, school, families and classroom. And how the above contexts foster achievement, for students with and without exceptionalities.</th>
<th>Candidate displays understanding of a community, school, families and classroom. Candidate demonstrates how the above contexts foster cultural understanding, safety, emotional well-being, positive social interactions, a culture of achievement, for students with and without exceptionalities.</th>
<th>Candidate displays understanding of a community, school, families and classroom. Candidate demonstrates how the above contexts foster cultural understanding, safety, emotional well-being, positive social interactions, a culture of achievement, and actively engages students with and without exceptionalities with adaptive appropriate learning plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CEC 1.1)</td>
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<tr>
<td>Knowledge of Characteristics of Students</td>
<td>Knowledge of Characteristics of Students</td>
<td>Knowledge of Characteristics of Students</td>
<td>Knowledge of Characteristics of Students</td>
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<tr>
<td>Candidate displays understanding of similarities and differences (e.g., human development, culture, language, beliefs, traditions, and families) of students with and without exceptionalities, including students whose primary language is not English.</td>
<td>Candidate displays understanding of similarities and differences (e.g., human development, culture, language, beliefs, traditions, and families, psychological and social emotional characteristics) of students with and without exceptionalities, including students whose primary language is not English.</td>
<td>Candidate displays understanding of similarities and differences (e.g., human development, culture, language, beliefs, traditions, and families, psychological and social emotional characteristics, sensory impairments) of students with and without exceptionalities, including students whose primary language is not English.</td>
<td>Candidate displays understanding of similarities and differences (e.g., human development, culture, language, beliefs, traditions, and families, psychological, social emotional characteristics, sensory impairments) of students with and without exceptionalities, including students whose primary language is not English.</td>
</tr>
</tbody>
</table>

(CEC 1.2)
| Knowledge of Students’ Varied Approaches to Learning | Candidate displays understanding of the similar and different ways students learn in order to individualize instruction for students with and without exceptionalities | Candidate displays understanding of the similar and different ways students learn including learning styles, learning modalities in order to individualize instruction for students with and without exceptionalities. | Candidate displays understanding of the similar and different ways students learn including learning styles, learning modalities augmentative and alternative communication systems in order to individualize instruction for students with and without exceptionalities. | Candidate displays understanding of the similar and different ways students learn including learning styles, learning modalities augmentative and alternative communication systems, effect of exceptionalities on auditory and information processing skills in order to individualize instruction for students with and without exceptionalities. |

(CEC 1.2)
<table>
<thead>
<tr>
<th>Knowledge of Students’ Skills</th>
<th>Candidate uses understanding of students’ skills in order to provide meaningful, and challenging learning including students with and without exceptionalities.</th>
<th>Candidate uses understanding of students’ skills in order to provide meaningful, culturally responsive, and challenging learning including students with and without exceptionalities.</th>
<th>Candidate uses understanding of students’ skills, ways of behaving and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with and without exceptionalities.</th>
<th>Candidate uses understanding of students’ skills, ways of behaving and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with and without exceptionalities.</th>
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<tbody>
<tr>
<td>And Prior Learning</td>
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<tr>
<td>(CEC 1.1)</td>
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</tr>
<tr>
<td>Implications for Instructional Planning and Assessment</td>
<td>Candidate provides inappropriate general implications for instruction and assessment for students with and without disabilities based upon individual student differences and similarities, and community, school, culture, language, family and classroom characteristics.</td>
<td>Candidate provides general implications for instruction and assessment for students with and without disabilities based upon individual student differences and similarities, and community, school, culture, language, family and classroom characteristics.</td>
<td>Candidate provides specific implications for instruction and assessment for students with and without disabilities based upon individual student differences and similarities, and community, school, culture, language, family and classroom characteristics.</td>
<td>Candidate provides specific implications for instruction and assessment for students with and without disabilities based upon individual student differences and similarities, and community, school, culture, language, family and classroom characteristics.</td>
</tr>
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</table>

(CEC 5.5)
<table>
<thead>
<tr>
<th>Rating →</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Below Proficiency</td>
<td>Approaching Proficiency</td>
<td>Proficient</td>
<td>Exceeding Proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>Significance, Challenge and Variety</strong></td>
<td>Goals and strategies reflect a level of learning but are neither significant nor challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students with and without exceptionalities.</td>
<td>Goals and strategies reflect levels of learning that lack significance or challenge in order to enhance the learning of critical thinking, problem-solving, and performance skills of students with and without exceptionalities.</td>
<td>Goals and strategies reflect levels of learning and are both significant and challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students with and without exceptionalities.</td>
<td>Goals and strategies reflect levels of learning and are both significant and challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students with and without exceptionalities.</td>
<td></td>
</tr>
</tbody>
</table>

(CEC 5.7)
| Clarity | Goals and strategies for students with and without exceptionalities are age-appropriate, ability appropriate and stated as learning outcomes. | Goals and strategies for students with and without exceptionalities are age-appropriate, ability appropriate and stated as learning outcomes and include the desired performance, product, conditions, and criteria. | Goals and strategies for students with and without exceptionalities are age-appropriate, ability appropriate and stated as learning outcomes and include the desired performance, product, conditions, and criteria. | Goals and strategies for students with and without exceptionalities are age-appropriate, ability appropriate and stated as learning outcomes and include the desired performance, product, conditions, and criteria. | Provide feedback to learners. |

(CEC 5.7)
<table>
<thead>
<tr>
<th>Appropriateness</th>
<th>Goals and strategies are for the development, without pre-requisite knowledge, skills, experiences, and student exceptionality.</th>
<th>Goals and strategies are appropriate for the development, with pre-requisite knowledge, skills, experiences, and student exceptionality.</th>
<th>Goals and strategies are appropriate, and adapted for the development, pre-requisite knowledge, skills, experiences, and student exceptionality.</th>
<th>Goals and strategies are appropriate, age-appropriate and adapted for the development, pre-requisite knowledge, skills, experiences, and student exceptionality.</th>
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</thead>
<tbody>
<tr>
<td>For Students</td>
<td>(CEC 5.6)</td>
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<tr>
<td>(CEC 5.6)</td>
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<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals, strategies, and CCSS are listed but are not relevant and/or are not cited. Little evidences of the use of general and specialized content knowledge across content areas for students with and without exceptionalities.</td>
<td>Listed CCSS are the central relevant structures of the learning objectives and appropriate prioritized general and specialized content knowledge across curricular content areas to individualize learning for students with and without exceptionalities.</td>
<td>Listed CCSS are the central relevant structures of the learning objectives with the scope and sequences of general and specialized content knowledge across curricular content areas to individualize learning for students with and without exceptionalities.</td>
<td>(CEC 3.2)</td>
</tr>
</tbody>
</table>
**Part III – Assessment Plans:** The teacher candidate uses multiple methods of assessment and data-sources aligned with learning goals before, during and after instruction and makes instructional adjustments based on these data.

<table>
<thead>
<tr>
<th>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>Alignment with Learning Goals and Instruction</td>
<td>Goals are assessed after instruction for students with and without exceptionalities through the assessment plan.</td>
<td>Goals are assessed before and after instruction for students with and without exceptionalities through the assessment plan.</td>
<td>Goals are assessed before, during and after instruction for students with and without exceptionalities through the assessment plan.</td>
<td>Goals are assessed before, during and after instruction for students with and without exceptionalities through the assessment plan.</td>
<td>Exceptionality-specific assessment instruments are used with individuals with exceptionalities.</td>
</tr>
<tr>
<td>Clarity of Criteria and Standards for Performance</td>
<td>Assessment criteria are linked to assessment instruments that reliably measure the unique strengths and needs of students with and without exceptionalities.</td>
<td>Assessment criteria are linked to exceptionally-specific assessment instruments that reliably measure the unique strengths and needs of students with and without exceptionalities.</td>
<td>Exceptionally-specific assessment criteria are linked to exceptionally-specific assessment instruments that reliably measure the unique strengths and needs of students with and without exceptionalities.</td>
<td>Exceptionally-specific assessment criteria are linked to exceptionally-specific assessment instruments that reliably measure the unique strengths and needs of students with and without exceptionalities.</td>
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<tr>
<td>(CEC 4.1)</td>
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<tr>
<td>Multiple Modes and Approaches</td>
<td>The assessment plan includes formal or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences of students with and without exceptionalities.</td>
<td>The assessment plan includes formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences of students with and without exceptionalities.</td>
<td>The assessment plan includes minimized biased formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences of students with and without exceptionalities.</td>
<td>The assessment plan includes minimized biased formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences of students with and without exceptionalities.</td>
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<tr>
<td>(CEC 4.1)</td>
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<td></td>
<td>Includes alternative assessments such as portfolio, performance or curriculum-based</td>
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<tr>
<td>Technical Soundness</td>
<td>Assessment issues of validity, reliability, norms, bias, and interpretation are not addressed. Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessment issues of validity, reliability, norms, bias, and interpretation are partially addressed.</td>
<td>Assessment issues of validity, reliability, norms, bias, and interpretation are all addressed.</td>
<td>Assessment issues of validity, reliability, norms, bias, and interpretation are all addressed. All assessments are technically sound and minimized for bias.</td>
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<tr>
<td>(CEC 4.2)</td>
<td>Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td>Scoring procedures are carefully explained; all items or prompts are clearly written; directions and procedures are clear to students.</td>
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</tr>
<tr>
<td>Adaptations Based on the Individual Needs of Students</td>
<td>Candidate uses assessments to prepare lessons that are appropriate to meet the individual needs students with and without exceptionalities.</td>
<td>Candidate uses assessments and adaptations to prepare lessons that are appropriate to meet the individual needs students with and without exceptionalities.</td>
<td>Candidate uses functional assessments and adaptations to the assessments to prepare lessons that are appropriate to meet the individual needs students with and without exceptionalities.</td>
<td>Candidate uses functional assessments and adaptations to the assessments to prepare lessons that are appropriate to meet the individual needs students with and without exceptionalities. Adaptations were designed through collaboration with the classroom teacher, the paraprofessional or a family member.</td>
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(CEC 5.6)
### Part IV – Designs for Instruction (i.e. Lesson Planning): The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<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>Alignment with Learning Goals (CEC 3.2)</td>
<td>Lessons are linked to essential goals, concepts, and subject-matter content of the general and specialized curricula with specialized interventions.</td>
<td>Lessons are linked to essential goals, concepts, and subject-matter content of the general and specialized curricula with specialized interventions within and across curricula.</td>
<td>Lessons, including resources and learning activities, are linked to essential goals, concepts, and subject-matter content of the general and specialized curricula with specialized interventions within and across curricula. There is also an integration of affective, social and life skills within academic subject matter.</td>
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<tr>
<td>Accurate Representation of Content (CEC 3.2)</td>
<td>Candidate provides evidence of knowing and accurately using the general curricula for reading, writing, and oral language skills and the central concepts and methods for teaching those skills across curricular content areas to students with and without exceptionalities.</td>
<td>Candidate provides evidence of knowing theories and research related to, and accurately using the scope and sequence of the general and specialized curricula for reading, writing, and oral language skills and the central concepts and methods for teaching those skills using assistive technologies across curricular content areas to students with and without exceptionalities.</td>
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<tr>
<td><strong>Lesson and Unit Structure</strong> (CEC 5.4)</td>
<td>Lessons enhance the language, communication, mathematics, and problem-solving performance skills of students with and without exceptionalities.</td>
<td>Lessons enhance the language, communication, mathematics, critical-thinking and problem-solving performance skills of students with and without exceptionalities.</td>
<td>Lessons within the unit are logically organized and clearly enable students, including students with and without exceptionalities, to develop and master communication, critical thinking, problem-solving, and performance skills.</td>
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</table>

Skills using assistive technologies across curricular content areas to students with and without exceptionalities.
| Use of a Variety of Instruction, Activities, Assignments and Resources (CEC 5.4) | Variety of instruction, including with resources to advance learning of students with and without exceptionalities. | Variety of instruction, including corresponding activities, assignments, and resources to advance learning of students with and without exceptionalities. | Variety of instruction, including explicit instruction, modeling, and guided practice, with corresponding activities, assignments, and resources to advance learning of students with and without exceptionalities. Instruction uses a variety of non-aversive techniques to control targeted behavior and maintain attention of students with exceptionalities. |}

| Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources (CEC 5.5) | Instruction has been designed for each student with and without exceptionalities. | Instruction has been designed with reference to contextual factors. Activities and assignments appear productive and appropriate for each student with and without exceptionalities. | Instruction has been designed with reference to contextual factors and pre-assessment data. Activities and assignments appear productive |
| **Use of Technology including Assistive Technology (CEC 5.2)** | Candidate does not use available technologies including assistive technology or the use is inappropriate and does not make a significant contribution to learning for students with and without exceptionalities. | Candidate uses available technologies including assistive technology but it does not make a significant contribution to learning for students with and without exceptionalities. | Candidate uses available technologies including assistive technology that effectively uses available technologies including assistive technology that makes a significant contribution to learning for students with and without exceptionalities. | Candidate uses available technologies including assistive technology that routinely supports all phases of instructional planning and evaluation and that makes a significant contribution to learning for students with and without exceptionalities. |

and appropriate to integrate instruction in various settings for each student with and without exceptionalities.
Part V – Instructional Decision-Making: The teacher candidate uses ongoing analysis of student learning to make instructional decisions

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
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<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Professional Practice (CEC 6.3)</strong></td>
<td>Candidate described but did not demonstrate how understanding of human diversity can interact with learning outcomes for students with and without exceptionalities.</td>
<td>Candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for students with and without exceptionalities.</td>
<td>Candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for English Language Learners with and without exceptionalities.</td>
<td>Using professionally appropriate communication with parents and families, candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for English Language Learners with and without exceptionalities.</td>
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</table>

**Modifications**

<table>
<thead>
<tr>
<th>Modifications</th>
<th>Modifications</th>
<th>Modifications of</th>
<th>Modifications of</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

81
| Based on Analysis of Student Learning (CEC 5.1) | Of the instructional plan are made for students with and without exceptionalities including students whose primary language is not English. | The instructional plan are made to address individual student needs and include explanations of why the modifications would improve the progress for students with and without exceptionalities including students whose primary language is not English. | The instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors, and include explanations of why the modifications would improve the progress for students with and without exceptionalities including students whose primary language is not English. | Modifications of the instructional plan are made to address all individual student needs. These modifications are informed by an in-depth analysis of student learning/performance, best practice, and contextual factors and include explanations of why the modifications would improve the progress for students with and without exceptionalities including students whose primary language is not English. |
| Congruence Between Modifications and Learning Goals (CEC 5.1) | Modifications in instruction kept students on-course to achieve all learning goals. | Modifications in instruction kept students, including students with exceptionalities whose primary language is not English. | Modifications in evidenced-based instruction kept students, including students with exceptionalities whose primary language is not English. | Modifications in evidenced-based instruction kept students, including students with exceptionalities whose primary language is not English. |
**Part VI – Analysis of Student Learning:** The teacher candidate uses assessment data to profile learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
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<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Presentation (CEC 4.1)</td>
<td>Presentation and analysis of student learning is used in the assessment of individuals with exceptionalities.</td>
<td>Exceptionality-specific presentation employs communication techniques that foster active inquiry. Analysis of student learning is used in the assessment of individuals with exceptionalities.</td>
<td>Exceptionality-specific presentation employs exemplary effective communication techniques that foster active inquiry. Analysis of student learning includes specialized terminology used in the assessment of individuals with</td>
<td>Exceptionality-specific presentation employs exemplary effective communication techniques that foster active inquiry. Analysis of student learning includes student-initiated learning</td>
<td></td>
</tr>
<tr>
<td>Alignment with Learning Goals (CEC 4.2)</td>
<td>Exceptionalities and includes specialized terminology used in the assessment of individuals with exceptionalities.</td>
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<tr>
<td><strong>Interpretation of Data (CEC 4.4)</strong></td>
<td><strong>Exceptionalities and includes specialized terminology used in the assessment of individuals with exceptionalities.</strong></td>
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</tr>
<tr>
<td><strong>Alignment with Learning Goals (CEC 4.2)</strong></td>
<td>Assessment analysis is aligned with learning goals implementing a reliable method(s) profile of student learning.</td>
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<tr>
<td><strong>Interpretation of Data (CEC 4.4)</strong></td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by the data.</td>
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<tr>
<td><strong>Technology</strong></td>
<td>Technology used assessment analysis is aligned with learning goals implementing a reliable method(s) profile of student learning that monitors intragroup behavior changes across subjects.</td>
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<tr>
<td><strong>Interpretation of Data (CEC 4.4)</strong></td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
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<tr>
<td><strong>Interpretation of Data (CEC 4.4)</strong></td>
<td>Interpretation is unusually insightful and useful conclusions are drawn from the data.</td>
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</tbody>
</table>
Evidence of Impact on Student Learning (CEC 4.1)

- Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each achieving the individual learning goals.
- Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each achieving the individual learning goals from both formal and informal assessments.
- Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each achieving the individual learning goals from both formal and informal exceptionality-specific assessments.
- Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each achieving the individual learning goals from both formal and informal exceptionality-specific assessments. Limitations of the assessment instruments are addressed.

Part VII – Reflection and Response: The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<th>1 Below Proficiency</th>
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<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
</table>

85
<p>| Interpretation of Student Learning (CEC 4.2) | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Uses foundational knowledge of the field to explore multiple hypotheses for why the students with and without exceptionalities and whose primary language is not English did or did not meet learning goals. | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. |  |
| Insights on Effective Instruction and Assessment (CEC 6.3) | Candidate described but did not demonstrate how human diversity can interact with learning outcomes for students with and without exceptionalities. | Candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for students with and without exceptionalities. | Candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for English Language Learners with and without exceptionalities. | Using professionally appropriate communication with parents and families, candidate demonstrated how human diversity is part of families, cultures, and schools and can interact with learning outcomes for English Language Learners with and without exceptionalities. |</p>
<table>
<thead>
<tr>
<th>Alignment Among Goals, Instruction and Assessment (CEC 6.2)</th>
<th>Does not use connect goals, instruction, and assessment results with foundational special education knowledge and current issues 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 with foundational special education knowledge and current issues 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 with foundational special education knowledge and current issues in the discussion of student learning and effective instruction.</th>
<th>Logically and artfully connects goals, instruction, and assessment results with foundational special education knowledge and current issues in the discussion of student learning and effective instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for Future Teaching (CEC 6.4)</td>
<td>Provides 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 lifelong learning practice.</td>
<td>Provides 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,</td>
<td>Provides goals, instruction, and assessment and explains why these modifications that would improve student lifelong learning and promote independence. Teacher candidate is satisfactorily aware of how their own and others’ attitudes,</td>
<td>Provides ideas based on well-founded research for redesigning goals, instruction, and assessment and explains why these modifications that would</td>
</tr>
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<tr>
<td>Constructive Action Scoring Guide:</td>
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<td></td>
</tr>
<tr>
<td><strong>Exceeding Proficiency</strong></td>
<td>109-124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>93-108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Approaching Proficiency</strong></td>
<td>78-92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Below Proficiency</strong></td>
<td>Below 78</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Score =**
SEGMENT PLAN FORMAT (Aligned with the edTPA).

Name: _____________________________   Date: _______________ Grade: ___________

1. Subject:

2. Unit Plan Title:

3. Segment Plan Topic:

4. Pre-assessment of Students’ Knowledge and Skills:

5. Students’ Personal/Cultural/Community Assets:

6. Common Core Standard(s) (include number(s) and related text(s)):
   a. key learning task/content
   b. related skills

7. Informational Learning Objective(s)

8. Central Focus: comprehending or composing, and
   - an essential literacy strategy
   - related skills
   - reading/writing connections.

9. Language Demands:
   a. language function:
   b. related skills: academic vocabulary, and/or syntax, and/or discourse

10. Key Learning Tasks of the 3-5 lesson segment (involving reading and/or writing and/or listening and/or speaking)
    Lesson 1. ______________________________
    Lesson 2. ______________________________
    Lesson 3. ______________________________
    Lesson 4. ______________________________
Lesson 5. ____________________________

11. Differentiated Instructional Strategies:

12. Methods of Formal and Informal Formative Assessments:
   a. whole class and/or
   b. groups
   c. focus students: A, B, C, D.

13. Instructional Resources and Materials

**FORMAT FOR UNIT PLANS:** The format for unit plans should be the same as the format for segment plans except that item #10 should include the topic of each segment instead of the topic of each lesson. In addition, the unit plan should include summative assessments.

**LESSON PLAN FORMAT**
(To be used in all courses when a lesson plan is required).*

Name - Date – 
Course - Professor – 
Cooperating Teacher - School – 
Grade/Room - Lesson Date(s) / Time(s)

1. Lesson Title:**

2. Pre-assessment of Students’ Knowledge and Skills:

3. Common Core State Standards (include number and related text):

* When teaching two or more related lessons, candidates must also submit a Segment Plan for those lessons. 
** For edTPA lessons, items #8 and #9 from the Segment Plan must be included in each Lesson Plan.
4. Instructional Objective(s):

5. Instructional Resources and Materials:

   Procedure

6. Introduction and motivation (i.e. the lesson’s hook and/or connection):

7. Teaching Point and Demonstration and/or Modeling:

8. Developmental Activities/Steps: (learning tasks involving reading and/or writing and/or listening and/or speaking)
   a. whole class and/or
   b. groups
   c. focus students: A, B, C, D.

9. Formal and Informal Formative Assessments:
   a. whole class and/or
   b. groups
   c. focus Students: A, B, C, D.

10. Closure and/or Share
A Glossary of Terms Used in Planning

Assessment Plan: A segment plan and all lesson plans must refer to informal and formal forms of formative assessment. What data will you collect as evidence of student learning? Describe how you will assess students before, during, and after each lesson. What types of observations will you make? What types of questions will you ask? Include the assessments you will use to support your whole class and/or groups and/or focus students.

Central Focus: The overarching big idea of a lesson that includes an essential strategy, language function, related skills, type of literature, and a reading/writing connection.

Common Core State Standards: Cite one or two specific standards from http://www.emsc.nysed.gov/ciai/. Include both the number of the standard and the most relevant text.

Differentiation: Differentiation refers to teaching strategies for the whole class, for groups, and for individuals. Refer as necessary both to process differentiation (i.e. instructional strategies) and product differentiation (i.e. assessment strategies). In Purposes 2 and 3 candidates must identify four focus students and accommodate to their needs regarding the environment, materials, instruction, behavior, organization, or assessment. Focus students are a) students with exceptionalities, including struggling learners and/or gifted students; and b) students from culturally and/or linguistically diverse backgrounds. (CEC 5) Consider students with ELLs as well as culture, gender, socio-economic levels. (CEC 5)

Essential Literacy Strategy: The specific strategy for comprehending or composing that you will teach across your learning segment. If the central focus of the learning segment is comprehending narratives, the essential literacy strategy might be summarizing. If the central focus of a learning segment is persuasive writing, the essential literacy strategy might be using evidence to support an argument. (See the edTPA Elementary Education Assessment Handbook, 2016).

Instructional Resources and Materials: 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. Consider specialized adaptive and/or augmentative materials and equipment for classified students. Always cite (in APA format) sources for ideas/worksheets used in a lesson. (CEC 4).

**Key Learning Task:** The glossary in the *edTPA Handbook* defines a learning task as “activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal” (*edTPA Elementary Education Assessment Handbook*, 2016) connected to an instructional objective.

**Language Demands:** In the Academic Language of the edTPA, language demands include the following four aspects of language:

- **Language function** – refers to the kind of thinking that the specific lesson, segment, or unit will require. The edTPA glossary describes the language function as “the content and focus of the learning task represented by the active verbs within the learning outcomes.” Examples might include analyzing and interpreting characters and plots; arguing a position or point of view; predicting, evaluating or interpreting an author’s purposes; comparing ideas, etc.” (*edTPA Elementary Education Assessment Handbook*, 2016)

- **Academic Vocabulary** – refers to the specific words or phrases that the specific lesson, segment, or unit will require. These can include the language of specific disciplines (e.g. photosynthesis, metaphor, re-grouping) or the common language of instruction (e.g. analyze, evaluate, discuss).

- **Syntax** – refers to the sentence level language demands that the specific lesson, segment, or unit will focus on. E.g., will the lesson ask the students to write in full sentences? Should they use the first person? Should they avoid the passive voice? Use dialogue?

- **Discourse** – refers to the kind of writing or speaking that the specific lesson, segment, or unit will focus on. How will students talk, write, and participate in knowledge construction? For example, will the lesson/segment/unit ask the students to write in paragraphs? Make a list? Write an essay? Have a conversation? Engage in argument?
Objectives: Directly related to Common Core standards, objectives refer to the expected learning outcomes of classroom instruction.

  Instructional Objectives: Each lesson plan needs to include an instructional objective that includes a condition, a performance, a product, and a criterion.

  Informational Objectives: In segment plans, unit plans, and IEPs, learning objectives are more “informational” and therefore more general. Informational objectives specify only the performance and the product.

Pre-Assessment of Students’ Knowledge and Skills: Prior to beginning a unit, segment, or lesson, review summative and formative data. a) Describe both what students know and what they do not know; include the learning “gap” that the instruction aims to address. b) Cite tool or procedure used to obtain that information.
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</td>
<td>Pre-assessment tool is listed and it provides clear evidence of related students’ knowledge/skills prior to the lesson for all students including students with</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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<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>
</tbody>
</table>
| 6. Activities/Steps (ACEI 3.1) (CEC 5) | No activities/steps listed. | -Planned instructional methods are unclear or incomplete.  
- No alignment or poor alignment with objectives.  
- Relies on passive rather than active learning.  
- Activities do not appear to build on each other.  
- Time is not defined for each activity or is not realistic.  
- Considers providing differentiated instruction. | -Planned instructional methods are clear.  
- Activities and strategies are clearly aligned with objectives.  
- Actively engages students in learning.  
- Activities build on each other.  
- Transitions are partially effective.  
- Time is defined for each portion and is mostly realistic.  
- Considers providing differentiated instruction for students with and without exceptionalities and whose primary language is not English. | -Planned instruction is clear and creative.  
- Activities and strategies are clearly aligned with objectives.  
- Planned procedures actively engage students in unique and meaningful ways.  
- Procedures are student centered vs. teacher or curriculum centered.  
- Transitions are effective.  
- Timing is consistently realistic.  
- Considers providing differentiated instruction for students with and without exceptionalities and whose primary language is not English. |
| 7. Closure (ACEI 3.1) (CEC 5) | No closure listed. | Lesson lacks logical or effective closure. | Lesson includes logical and effective closure.  
- Includes final check for understanding. | Lesson includes links back to lesson rationale and objectives.  
- Includes a link to future learning. |
<p>| | | | | |</p>
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<tbody>
<tr>
<td><strong>8. Assessment including formative/summative assessments for Whole Group and Study Group (ACEI 4) (CEC 4)</strong></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.</td>
<td>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>
</tr>
<tr>
<td><strong>9. Cultural diversity integrated into lesson for ELLs (ACEI 3.2) (CEC 4)</strong></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>
</tr>
<tr>
<td><strong>10 Differentiation (ACEI 3.2) (CEC 5)</strong></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>
</tr>
<tr>
<td><strong>11. Connections across Curriculum (ACEI 3.2) (CEC 5)</strong></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>
</tr>
<tr>
<td><strong>12. Lesson Plan Language, Grammar, Punctuation, Spelling</strong></td>
<td>Incomprehensible lesson plan.</td>
<td>-Detail is lacking; another teacher would have difficulty implementing lesson.</td>
<td>- Plan contains sufficient detail so another teacher could implement lesson.</td>
<td>-Language is particularly descriptive. -All portions are</td>
</tr>
</tbody>
</table>
FALL 2018

| 13. Citation of Sources | Sources not cited | Sources are not cited with enough detail. | All sources are cited so another teacher could locate sources. | Sources cited using publication format (APA, for example). |

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

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

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

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

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

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

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

**Comments on the Written Lesson Plan:**

**Strengths:**

**Recommendations:**
# Student Teaching Lesson Observation Evaluation Rubric

**Metropolitan College of New York**  
**MSED: Childhood Education 1-6/Special Education**

<table>
<thead>
<tr>
<th>Teacher Candidate ____________________________</th>
<th>Field Supervisor ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date __________ Time____________</td>
<td></td>
</tr>
<tr>
<td>School __________ Grade/Class __________</td>
<td>Cooperating Teacher __________________________</td>
</tr>
<tr>
<td>Lesson Title_________________________________</td>
<td></td>
</tr>
</tbody>
</table>

<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>
</table>
| 1. Materials and Technology including Assistive Technology, if applicable.  
(ACEI 3.1)  
(CEC 5) | None of the required materials/technology were provided. | Some of the required materials/technology was provided. | All of the required materials/technology was provided. | Creative application of all of the required materials/technology. |       |
| 2. Introduction/Motivation  
(ACEI 3.4)  
(CEC 2) | An introduction and motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was not clear. | An introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was partially delivered. | An engaging introduction /motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was always delivered. | An exceptionally engaging introduction/motivation was delivered that provided specific and effective connections to prior knowledge. A hook, stated behavior expectation and performance expectation, a model, and guided practice were delivered. |       |
| 3. Developmental Activities and Steps  
(ACEI 3.1)  
(CEC 5) | The activities presented were completely different from the lesson plan. Little attention was paid to differentiated | The activities presented were somewhat different from the lesson plan. | Most of the time the activities presented was different from the lesson plan. Attention | Directions delivered were exceptionally clear, so all students knew what to do. The activities based on the lesson plan were |       |
Little or no attention was paid to differentiated instruction, adaptations and modifications, and assessing during conferencing and culturally linguistic diversity, when applicable. The activities were never based on the lesson plan, and were not appropriate for the students’ level of skills. Time-management and transitions were not effective. Directions delivered were unclear, so that most students did not know what to do.

| 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. | 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 some 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. | 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) (CEC 5) | Candidate did not speak clearly and/or made many grammatical errors during the lesson. | Candidate spoke clearly but made some grammatical errors and/or the tone or volume of voice was not sufficient to promote student learning. | Candidate spoke clearly, made no grammatical errors, and maintained eye contact with the learners throughout most of the lesson for students with and without exceptionalities and whose primary language is not English. | Candidate very effectively used verbal communication. The candidate also very effectively used non-verbal communication (i.e. eye contact, gestures, and body language) to promote student learning 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.
FALL 2018

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

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

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

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

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

Comments on the Delivery of the Planned Lesson

Strengths:

Recommendations:
MCNY Proficiencies Evaluation of Student Teaching/Practicum

(Check one: ___Midterm Evaluation/ ___Final Evaluation)

Teacher Candidate’ Name: ___________________________ Purpose _________ Semester ________ School ________

Evaluator’s Name: ________________________________

Check one:  College Supervisor______________________________ | Cooperating Teacher______________________________

<table>
<thead>
<tr>
<th>Knowledge A. Subject Matter (CEC 3.2)</th>
<th>1 Below Proficiency in evidencing CEC Standard</th>
<th>2 Approaching Proficiency in evidencing CEC Standard</th>
<th>3 Proficiency in evidencing CEC Standard</th>
<th>4 Exceeding Proficiency in evidencing CEC Standard</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate knows, understands, and uses the scope and sequence of academic subject-matter content of the general curricula including math, reading, ELA, social studies, science and the arts.</td>
<td>Knows, understands, and uses the scope and sequence of academic subject-matter content of the general curricula including math, reading, ELA, social studies, science and the arts, but not the sets of specialized interventions that develop meaningful learning progressions for students with and without exceptionalities.</td>
<td>Knows, understands and uses the scope and sequence of academic subject-matter content of the general curricula including math, reading, ELA, social studies, science the arts, and sets of specialized interventions that develop meaningful learning progressions for students with and without exceptionalities.</td>
<td>Knows, understands and uses the scope and sequence of academic subject-matter content of the general curricula including math, reading, ELA, social studies, science and the arts, and sets of specialized interventions that develop meaningful learning progressions for students with and without exceptionalities.</td>
<td>Knows, understands and uses the scope and sequence of academic subject-matter content of the general curricula including math, reading, ELA, social studies, science and the arts, and sets of specialized interventions that develop meaningful learning progressions for students with and without exceptionalities.</td>
<td></td>
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</tbody>
</table>

Comments:__________________________________

_____________________________________

_______________________________________

______________________________________

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### B. Student Learning (CEC 1.2)

**Candidate knows and understands similarities and differences in human development and learning and uses this knowledge to provide meaningful and challenging learning experiences for students with exceptionalities.**

**Comments:**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not demonstrate knowing and understanding the differences and similarities of psychological and social-emotional characteristics and the effect that language development and listening comprehension has on academic learning for students with disabilities.</td>
<td>Demonstrates in teaching, the understanding of the differences and similarities of psychological and social-emotional characteristics and the effect that language development and listening comprehension has on academic learning for students with disabilities.</td>
</tr>
<tr>
<td>Knows about the differences and similarities of psychological and social-emotional characteristics and the effect that language development and listening comprehension has on academic learning for students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Comments:</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A. Planning Instruction (CEC 5.4)</td>
<td>Candidate is able to select, adapt, and use a repertoire of evidenced-based instructional strategies to advance language development and communication skills.</td>
</tr>
<tr>
<td>E. Assessment (CEC 4.2)</td>
<td>Candidate demonstrates the ability to select, adapt, monitor, analyze and use multiple methods of assessment in making educational decisions for students with and without exceptionalities.</td>
</tr>
</tbody>
</table>

Students with and without exceptionalities. Comments:____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Does not demonstrate the ability to select, adapt, monitor, analyze and use multiple methods of assessment in making educational decisions for students with and without exceptionalities.

Demonstrates the ability to select, but not adapt, the use of a repertoire of evidenced-based instructional strategies to advance language development and communication skills for students with and without exceptionalities.

Demonstrates the ability to select, adapt, and use of a repertoire of evidenced-based instructional strategies to advance language development and communication skills for students with and without exceptionalities.
<table>
<thead>
<tr>
<th>B. Strategies/Technologies (CEC 5.3)</th>
<th>Candidate uses a variety of instructional and assistive technologies, and augmentative and alternative communication systems to enhance language and communication skills of students with exceptionalities. Comments:</th>
<th>Plans and uses a variety of assistive technologies to support and enhance language and communication skills.</th>
<th>Plans and uses a variety of assistive technologies and is familiar with augmentative, such as SAL, and alternative, such as AAC, communication systems to support and enhance language and communication skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use a variety of assistive technologies and instructional strategies and augmentative and alternative communication systems to enhance language and communication skills</td>
<td>Plans and uses a variety of assistive technologies and is familiar with augmentative, such as SAL, and alternative, such as AAC, communication systems to support and enhance language and communication skills.</td>
<td>Plans and uses a variety of assistive technologies and is familiar with augmentative (SAL) and alternative (AAC) communication systems to support and enhance language, numeracy, and communication skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Learning Environment (CEC 2.1)</th>
<th>Through collaboration with general educators and other colleagues, candidate creates a safe, inclusive, and culturally responsive learning environment to engage students with and without exceptionalities, in meaningful learning activities and social interactions. Comments:</th>
<th>Structures and modifies the learning environment to create a safe, inclusive, culturally responsive, and engaging learning environment that result in meaningful learning activities and social interactions.</th>
<th>Through collaboration with general educators and paraprofessionals, structures and modifies the learning environment to create a safe, inclusive, culturally responsive, and engaging learning environment that result in meaningful learning activities and social interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not structure the learning environment to create a safe, inclusive, culturally responsive, and engaging learning environment that result in meaningful learning activities and social interactions.</td>
<td>Through collaboration with general educators and paraprofessionals, structures and modifies the learning environment to create a safe, inclusive, culturally responsive, and engaging learning environment that result in meaningful learning activities and social interactions.</td>
<td>Through collaboration with general educators and paraprofessionals, structures and modifies the learning environment to create a safe, inclusive, culturally responsive, and engaging learning environment that result in meaningful learning activities and positive intra- and intercultural interactions and experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Communication (CEC 5.4)</th>
<th>Candidate effectively uses verbal, non-verbal,</th>
<th>Selects, and uses specialized verbal</th>
<th>Selects, uses, and makes responsive adjustments to monitoring for errors in written and oral language, for students with and without exceptionalities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not select and use specialized instructional</td>
<td>Selects, and uses specialized verbal</td>
<td>Selects, uses, and makes responsive adjustments to monitoring for errors in written and oral language, for students with and without exceptionalities.</td>
<td></td>
</tr>
</tbody>
</table>
**written language, and media communication strategies to support and enhance language development and communication skills of students with exceptionalities.**

<table>
<thead>
<tr>
<th>Strategies appropriate to the abilities and needs of students with communication disorders such as graphic organizers, Venn diagrams, and story webs.</th>
<th>and non-verbal instructional strategies appropriate to the abilities and needs of students with communication disorders such as graphic organizers, Venn diagrams, and story webs.</th>
<th>specialized verbal, non-verbal, and media communication instructional strategies appropriate to the abilities and needs of students with communication disorders such as graphic organizers, Venn diagrams, and story webs.</th>
<th>assessment, selects and uses and makes responsive adjustments to specialized verbal, non-verbal, and media communication instructional strategies appropriate to the abilities and needs of students with communication disorders such as graphic organizers, Venn diagrams, and story webs.</th>
</tr>
</thead>
</table>

**E. Assessment (ACEI 4.1)**

*Candidate selects, adapts and modifies formal and informal assessments to guide educational decisions for students with disabilities.*

Comments:______________________________  
_____________________________________  
________________________________________  
______________________________________  

Uses formal and informal assessment instruments to modify instructional strategies.  
Uses exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies.  
Uses, adapts, and interprets information from exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies.  
Uses, adapts, and interprets information from exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies and for medical self-management procedures.

**F. Collaboration and Relationships (CEC 7.3)**

*Candidate demonstrates across a range of settings, the ability to consult, and collaborate with school colleagues, families and community personnel, to promote the learning and well-being of students with exceptionalities.*

Comments:______________________________  
_____________________________________  
________________________________________  

Co-teaches with general educators, and special educators. Consults with related service providers.  
Selects, co-plans, and coordinates mutual goals for co-teaching activities with general and special educators. Consults with related service providers.  
Selects, co-plans, and coordinates mutual goals for co-teaching activities with general educators, special educators. Consults with related service providers, paraprofessionals, and personnel from  
Selects, plans, and coordinates mutual goals for co-teaching activities with general educators, special educators. Consults with related service providers.
### G. Reflection and Professional Development (CEC 6.2)

**Candidate uses knowledge of historical, current and cultural and ethical issues and reflects on the impact of his/her practice to improve instruction for students with disabilities and to guide their own professional growth, practice, and significance of participating in professional activities and learning communities.**

**Comments:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not demonstrate</td>
<td>Does not demonstrate knowing and applying historical and current legal knowledge along with ethical responsibility in professional practice.</td>
</tr>
<tr>
<td>Demonstrates</td>
<td>Demonstrates knowing and applying historical and current legal knowledge along with ethical responsibility in professional practice.</td>
</tr>
<tr>
<td>Demonstrates</td>
<td>Demonstrates knowing and applying historical and current legal knowledge along with ethical responsibility and reflects on the impact of his/her practice to improve instruction and guide professional growth.</td>
</tr>
<tr>
<td>Demonstrates</td>
<td>Demonstrates knowing and applying historical and current legal knowledge with ethical responsibility and reflects on the impact of his/her practice, and obtains assistance as needed, to improve instruction and guide professional growth.</td>
</tr>
</tbody>
</table>

### Dispositions/Values

**A. Diversity/Individual Differences (CEC 2.1)**

**Candidate demonstrates that he/she can create consistent culturally responsive learning environments that promote increased independence, self-motivation, self-direction, self-advocacy and personal empowerment of students with exceptionalities.**

**Comments:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates learning environments that do not promote increased independence, self-motivation, self-direction, self-advocacy and personal empowerment of students with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>Creates culturally responsive learning environments that promote increased independence, and personal empowerment of students with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>Creates consistent culturally responsive learning environments that promote increased independence, self-motivation, self-direction, and self-advocacy and personal empowerment of students with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>Creates consistent culturally responsive learning environments, including in community settings, that promote increased independence, self-motivation, self-direction, self-advocacy and personal empowerment of students with exceptionalities.</td>
<td></td>
</tr>
</tbody>
</table>
### B. High Expectations (CEC 6.1)

Candidate demonstrates commitment and upholds high standards of competence and integrity to developing the highest education and quality-of-life potential of students with and without disabilities.

**Comments:**

- Demonstrates upholding high standards of competence and integrity but does not exercise sound judgement in demonstrating commitment to developing the highest education and quality-of-life potential of students with and without disabilities.
- Demonstrates upholding high standards of competence and integrity and exercises sound judgement in demonstrating commitment to developing the highest education and quality-of-life potential of students with and without disabilities.
- Consistently upholds high standards of competence and integrity and exercises sound judgement in demonstrating commitment to developing the highest education and quality-of-life potential of students with and without disabilities.
- Consistently upholds high standards of competence and integrity and exercises sound judgement in demonstrating commitment to developing the highest education and quality-of-life potential of students with and without disabilities. Reports instances of unprofessional or unethical practices to the appropriate supervisor.

**OVERALL TOTAL**

(For students in Purposes 2 and 3, “Exceeding Proficiency” scores total 46-52; “Proficient” scores total 39-45; “Approaching Proficiency” scores total 32-28; “Below Proficiency” scores are below 32.)

Evaluator’s signature _______________________________ Date ________________

Candidate’s signature _______________________________ Date ________________
EDU 531 SEL

Curriculum Development and Assessment in Special Education
Self and Others

COURSE INFORMATION

COURSE DESCRIPTION:

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 3 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 forms of formal and informal NYCDOE assessments and the use of technology as an integrative tool for curriculum and assessment development will be emphasized.

DOMAIN I. The role of “Curriculum and Assessment in Education
a. General Education and Special Education Curriculum
b. Assessment: Pre; On-going; and post assessment
c. Unit and Segment Planning: Integrated/ Non-integrated
d. Review alternate ways to teach strategies for Comprehension and/or Composing with UDL and differentiated instruction.
e. How to give feedback and how students use feedback.

DOMAIN II. Formal and Informal Educational Evaluation and Assessment
a. Information Gathering: Evaluating the Student in relation to academics, metacognition, executive function, behavior and the Environment: Assessment and Accommodations in Special Education:
   1. Diagnostic Assessments: IQ, Mayor Johnson, etc.
   2. Teacher made tests, and rubrics and graphic organizers
   3. Test modifications and accommodations
b. Scoring, Graphing, and Progress Monitoring

DOMAIN III. Special Education Curricula
The Individual Education Program Plan and Curriculum
a. Academic Curricula
b. Social and Behavioral Curricula
c. Autism & Teaching Social Skills
d. Transition Curricula

DOMAIN IV. Curriculum Adaptations
a. Modifying Special Education Curricula taught within the General Education Curricula
b. Modifying Curriculum for Cultural Perspectives and Linguistic Diversity

DOMAIN V. Technology
a. Alternative or Augmentative Communication & UDL
b. Software and Apps
c. Gamification

LEARNING OBJECTS:

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 3 Constructive Action.

REQUIRED TEXTS:


Rief, S. F, Heimburge, J. A. How to Reach and Teach All Children Through Balanced Literacy

Tuttle, H. G. Formative Assessment: Responding to Your Students

ADDITIONAL MATERIALS:

Recommended Reading
NYSED Learning Standards- Grade Specific http://www.emsc.nysed.gov/ciai/
(Articles in Curriculum Course Readings Pack)


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

www.engageny.org Common Core State Standards
www.ascd.org Check out the works of Popham on this site and others in the Testing and Assessment theme area and read some of the archived articles from Educational Leadership on the topic.
www.nysed.gov NYS Education Department home page
http://www.emsc.nysed.gov/ciai/library/assessment Explore and bookmark this Office of State Assessment site, including schedule of testing for your assigned grade.
www.scholastic.com Find sections on testing and assessment and check out lesson and theme plans- especially for those topics or themes you will use in your unit.
www.uft.org United Federation of Teachers’ data base has teacher-tested lesson plans.
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.

Glen Hammond’s website on becoming a teacher and multiple forms of assessment
http://xnet.rrc.mb.ca/glenh/

Tuttle, H. G. Formative Assessment: Responding to Your Students
Rief, S. F, Heimburge, J. A. How to Reach and Teach All Children Through Balanced Literacy

USE OF MOODLE:
This course requires students to participate in web-based exercises, which will be included in computing their grade. A Moodle course web site (http://moodle.mcny.edu) has been developed for this course, which includes: course assignments, additional web links, multimedia resources, and links to the discussion forum. Additional web resources may be added to the page throughout the semester. A copy of this syllabus is also available. In combination, this syllabus and the Moodle course shell explain all the requirements for this course.Faculty will inform the class of the web requirements and the course schedule for individual sections of this course.

ASSESSMENT

Grades will be computed based on any combination of the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS OR % OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Participation, Arriving Late or Leaving Early</td>
<td>15%</td>
</tr>
<tr>
<td>(2% per session, 1% for lateness or leaving early)</td>
<td></td>
</tr>
<tr>
<td>(1 excused)</td>
<td></td>
</tr>
<tr>
<td>3 Full Online Sessions</td>
<td>9%</td>
</tr>
<tr>
<td>(3+3+3)</td>
<td></td>
</tr>
<tr>
<td>Design a Rubric to Measure An Objective and one authentic assessment (20+10)</td>
<td>30%</td>
</tr>
<tr>
<td>edTPA Chart + Focus Student Modification Assessment Chart (8+8)</td>
<td>16%</td>
</tr>
<tr>
<td>Collect an Album of 5 Activities, one power point, &amp; 5 Assessments (10+10+5)</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>
MCNY Attendance Policy

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. Faculty members are required to take attendance during each class session and must keep their own attendance rosters. Additionally, students are responsible for knowing missed material. Faculty need not offer make-ups or extensions for missed work. Students who accumulate 3 absences are jeopardizing their good standing and are in danger of failing.

Students who accumulate excessive absences or lateness may be recommended or withdrawal. Any student who has missed the first 2 sessions per class in a term will not be allowed to begin classes. Each Faculty may add additional requirements.

Standards of Academic Conduct and Student Integrity

The College expects academic honesty from students and instructors. Students have the obligation both to themselves and to the College to make the appropriate College representative aware of instances of academic deceit or dishonesty. Generally, this entails making the situation known to the instructor, and if needed, to the Dean of the student’s school. Likewise, faculty members are responsible for enforcing the stated academic standards of the College. Instances of violating academic standards might include, but are not necessarily limited to, the situations outlined below:

**Cheating** – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.

**Plagiarism** is presenting someone else’s work as though it is your own. 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. Students are expected to use the proper APA format for citations. An online APA manual can be found at: [http://www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/).

**Fabrication** involves inventing or falsifying any data, information, or records.

**Obstruction** is impeding the ability of another student to perform assigned work.

**Collusion** comprises assisting any of the above situations or performing work that another student presents as his or her own.

For the complete policies of academic and student conduct of the MCNY student handbook, please visit [http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf](http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf)

EDU 531 ATTENDANCE AND PARTICIPATION PLUS
ARRIVING LATE OR LEAVING EARLY

We are a community of teachers and learners; attendance is mandatory in order to create and maintain a collaborative atmosphere. Throughout the semester you will be expected to participate in class as demonstrated through various activities. These activities include but are not limited to readings, class discussions, group and independent activities. Active regular class participation, constructive input, and involvement in group work are a crucial part of this course. A positive rating for class participation will be based on observation of whether a student arrives late, leaves early, leaves during class for extended periods of time, or engages in unassigned computer work during class time.

Absences and excessive tardiness will affect your grade. Each absence and on-line sessions will count towards 2% of your attendance score.

Attendance is crucial and absences will affect your grade. Arriving late, leaving early or leaving several times during the class session will also affect your grade. Participation involves being ready to discuss the assigned readings and submit any additional assignments. One absence will be excused, thereafter every absence will reduce your grade by 2%. One late arrival or one leaving early will be excused. Thereafter, arriving late or leaving early will reduce your grade by 1%.

THREE ONLINE SESSIONS= 9% (3+3+3)

Submit on time assignments up until the Tuesday after the due date for full credit. By the next class session you will lose two points for not participating and being absent for the on-line hybrid component session. The percentage value given a primary course assignment is separate and in addition to the 2% points.

SESSION 5 - 2/7/19
Conduct an assessment of Focus Students and complete the chart illustrated below.

SESSION 9 - 3/7/19
Design a power point for teaching one of your ten lessons.

SESSION 13 4/4/19
View the video ”Making Sense of Universal Design for Learning”, and be prepared to discuss it in relation to the assessments included in your album and role as a special educator.

DESIGNING RUBRICS: CURRICULUM and ASSESSMENT:
Design a rubric to assess an element of your segment OR one of your ten required lessons. This rubric must be directly related to an objective of the selected lesson. The rubric must be self-made and not commercially available or from your cooperative teacher.
MODIFICATION AND/OR ACCOMMODATION CHART FOR ASSESSMENT
Attach a chart of the modifications/accommodations inherent in the use of your rubric and other types of assessments used in your 10 lessons and specifically designed for your 4 focus students. The chart you developed in Purpose 2 may become part of this chart and therefore included in your Purpose 3, CA/edTPA. (10%)

<table>
<thead>
<tr>
<th>FOCUS STUDENTS</th>
<th>ASSESSMENTS</th>
<th>MODIFICATION</th>
<th>ACCOMMODATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLIVER</td>
<td>Science Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALICIA</td>
<td>ELA Graphic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NILE</td>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BARRY</td>
<td>ELA Essay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DESIGN A POWER POINT
Design a power point to use in your segment, one of your other 7 lessons, or to teach a social skill. Reflect on the social skills you observed while student teaching. Select a single area of development representing a class wide challenge in demonstrating appropriate skills. Consider using this power point when you start teaching. Also include it in your album and presentation.

ALBUM OF TEACHING ACTIVITIES AND ASSESSMENTS
Create an album of activities and assessments used in your CA/edTPA and/or from other areas of curriculum and assessment you have experienced as a student teacher. The album must include 5 sample assessments and 5 sample activities. Albums may consist of graphic organizers, charts, projects, games, etc. plus your social skills power point, rubric & chart, and one example of giving feedback. The power point, rubric, and chart may be included.

Each of the 5 assessments included in the album must have a description of the assessment and how it is used to assess instruction. At least two examples should represent the teaching of your essential literacy strategy or the other lessons you taught during your student teaching in Purpose 3. Your self-made rubric may be included. A power point must be included in addition to the other two sections.

PRESENTATION
You will be given 15 to 20 minutes to present an over view of your album. Distribute copies of this material for each member of your cohort when you make your presentation. Candidates should combine handouts to create a master album for reference as first year teachers.

ASSIGNMENT DUE DATES
Assignments are expected to be submitted on the required due dates. All assignments are due by the 12th session. Assignments submitted session 13 or 14 will result in a 5% reduction in grade. Permission granted after the 14th session will result in a one percent reduction for every day the material is not submitted unless you are approved for an Incomplete.
Points will be deducted for late submission of online assignments past the due date and/or a grace period (up until the following Tuesday). By the next class session you will lose two percentage points from your final grade. You will lose these points for being absent and not participating in that session. The percentage value given a primary course assignment is separate and in addition to these points.

When an extenuating circumstance makes submission of work impossible, the student should consult the instructor as soon as possible to make special arrangements.

**WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>SESSION #</th>
<th>DOMAIN OR ACTIVITY &amp; ONLINE SESSIONS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **SESSION 1** | COURSE INTRODUCTION: Review Domains  
What is a pre-assessment?  
What should it include?  
Review the use of your pre assessment tools developed in Purpose 2.  
How does it differ from other assessments?  
How is it similar?  
How is a unit different than a segment?  
**DOMAIN 1**  
Emphasis on album and UDL | Complete information form.  
Review syllabus calendar of assignments  
Read Chapter 1 & 2 in How to Reach and Teach All Children Through Balanced Literacy  
Chapter 3, 12 or 4  
Select one chapter for comprehension or composing: |
| **SESSION 2** | **Review syllabus calendar of assignments**  
**DOMAIN 1 Continued**  
Emphasis on album and UDL  
Determine Unit Plan topic and related segments for 4 to 6 weeks. | Read chapters 8 & 9: Children Through Balanced Literacy:  
Prepare to discuss the types of assessments you see in use in your class. |
| **SESSION 3** | **DOMAIN 2**  
Emphasis on many types of Assessment: | Read Chapter 1, 2 in Formative Assessment: Responding to Your Students |
<p>| <strong>SESSION 4</strong> | Complete Unit Plan outline in class | Read Chapter 4 &amp; 5 in |</p>
<table>
<thead>
<tr>
<th>SESSION 5</th>
<th>ON-LINE SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ON LINE SESSION</strong></td>
<td>Complete pre assessment of Focus students and design a modification/accommodation chart reflecting all assessments used in your 10 lessons,</td>
</tr>
<tr>
<td></td>
<td>See illustration in syllabus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 6</th>
<th>Review syllabus calendar of assignments &amp; mid semester status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN 3</strong></td>
<td>Developing an IEP (Individual Education Program Plan) in alignment with general and special education curriculum</td>
</tr>
<tr>
<td></td>
<td>1. Academic Curricula</td>
</tr>
<tr>
<td></td>
<td>2. Social and Behavioral Curricula</td>
</tr>
<tr>
<td></td>
<td>3. Autism &amp; Social Skills</td>
</tr>
<tr>
<td></td>
<td>4. Transition Curricula</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 7</th>
<th>Domain 3 continued.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examine social skills curriculum</td>
</tr>
<tr>
<td></td>
<td>Begin Domain 4- Special Education Curricula taught within the General Education Curricula with an emphasis on language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 8</th>
<th>DOMAIN 4 Special Education Curricula taught within the General Education Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum Adaptations: Modifying Curriculum for Cultural Perspectives and Linguistic Diversity</td>
</tr>
</tbody>
</table>

**DOMAIN 2 continued:**
Giving feedback and monitoring its use.

Review course text: Linking Assessment to Instructional Strategies

Types of Assessments

Evaluate your segment assessments in relation to your standards and objectives

**Formative Assessment:** Responding to Your Students

Read Chapter 2 & 4 from Linking Assessment to Instructional Strategies

Identify research and theory related to your selected assessments.

**SESSION 5**

<table>
<thead>
<tr>
<th>SESSION 6</th>
<th>Read selected articles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 3 continued.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examine social skills curriculum</td>
</tr>
<tr>
<td></td>
<td>Begin Domain 4- Special Education Curricula taught within the General Education Curricula with an emphasis on language</td>
</tr>
</tbody>
</table>

**SESSION 8**

<table>
<thead>
<tr>
<th>SESSION 8</th>
<th>Read Chapter 6 from Linking Assessment to Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN 4</strong></td>
<td>Special Education Curricula taught within the General Education Curricula</td>
</tr>
<tr>
<td></td>
<td>Curriculum Adaptations: Modifying Curriculum for Cultural Perspectives and Linguistic Diversity</td>
</tr>
</tbody>
</table>
| SESSION 9 | ONLINE SESSION | DESIGN A POWER POINT FOR TEACHING ONE COMPONENT OF YOUR SEGMENT OR OTHER AREA OF CURRICULUM. | Read article
Research software, apps, and gamification resources to include in your Album. |
| SESSION 10 | BOOT CAMP | Possible alternate date & Time for BOOT CAMP OR BEGIN DOMAIN 5 | Read chapter 9 in How to Reach and Teach All Children Through Balanced Literacy
PREPARE ALL ALBUMS FOR PRESENTATION AND SUBMISSION. |
| SESSION 11 | DOMAIN 5 Technology | Read chapter 14 in How to Reach and Teach All Children Through Balanced Literacy
Review websites.
Select a focus
Read chapter 10 & 11 in How to Reach and Teach All Children Through Balanced Literacy
Read Chapter 5 from Linking Assessment to Instructional Strategies
Complete all assignments and upload presentation on-line or prepare handouts |
| SESSION 12 | DOMAIN 5 continued Emphasis on software and apps. | Review Chapter 14 and Read remaining chapters in How to Reach and Teach All Children Through Balanced Literacy
SUBMIT ALL ON TIME ASSIGNMENTS |
<p>| SESSIONS 13 | COMPLETE ALL LATE ASSIGNMENTS | Submit on time assignments up until Tuesday. View the video, “Making Sense of Universal Design for Learning and be prepared to discuss |</p>
<table>
<thead>
<tr>
<th>SESSION 14</th>
<th>COMPLETE ALL LATE LATE ASSIGNMENTS</th>
<th>SUBMIT ALL OTHER LATE LATE ASSIGNMENTS for ½ letter grade.</th>
</tr>
</thead>
</table>

It in class to summarize your role as a special educator.

Submit all other late assignments from 4/4/19 to 4/9/19 (minus 5% from grade)
COURSE INFORMATION

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

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

1. Develop a familiarity, comfort and confidence with arts integration through hands-on experiences that illustrate direct connection to teaching a diverse student population.

2. Explore and dispel myths about arts integration.

3. Reflect and explore teaching philosophy and personal ideas about art experiences and art-making, diversity and classroom community.
FALL 2016

4. Analyze and obtain exposure to arts in education resources.

5. Create curriculum materials in the arts reflective of diversity in cultures, traditions, backgrounds and learning abilities.

6. Become familiar and comfortable with community resources that will enable students to gain greater access to the arts.

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

Course Assessment

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

Attendance & Discussion board participation* 30%

Assignments: Timely submission and quality of written work on Moodle 70%

(Each homework assignment is worth 2 pts. Late work will lead to points taken off cumulative grade. Late work includes work emailed to me instead of handed in and work emailed to me when you are absent that I do not receive before the end of class.)

REQUIRED TEXTS: Required Reading:


ADDITIONAL MATERIALS:

• Other handouts provided by instructor

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

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

Course Expectations:
FALL 2016

- **Work Quality:** The work you present and submit will be the best work you can do and it should be your work. Learn when/how to cite if you still do not know how! MCNY has support in the form of the writing center and the software *Turn-it-In* which you can use to check if you are unintentionally co-opting someone’s intellectual property.

- **Classroom Demeanor:** You will bring your best and open self; Engagement and commitment to all facets of this class.

- **Class Ownership:** Accountability and responsibility for investment, contribution and success

- **Communication:** Clear and open communication of challenges and areas of need

- **Written work should be double spaced, 12 pt Times New Roman font with one inch margins. Citations must be made correctly in written assignments including a reference page. Please use APA 6 style. Work not in this format will not be accepted.**

Grades will be computed based on any combination of the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS OR % OF GRADE</th>
</tr>
</thead>
</table>

Assignments: Weekly assignments, readings from text(s), videos, websites are located on Moodle for each week of the semester. Please refer to Moodle for individual weekly plans and assignments, etc.

Discussion boards: Each week where you are assigned a discussion board, students are expected to post their own answer and then reply to one other student’s post.

- **Reflections** are to be typed in Times New Roman 12 point font, double spaced with one inch margins and no more than 2 pages long. Appropriate citations from course readings are noted and appreciated.

- **Lesson plans** should follow the MCNY outline given and **MUST include appropriate citations from course readings in the area where you discuss how you have differentiated for your students. Lesson turned in without this will not be accepted.** These lessons should also be part of your cultural study showing how you would **integrate** the art form into a lesson from a unit on the culture you have chosen to explore.

- **The final project** should follow the outline and rubric given and should be typed in Times New Roman 12 point font, double spaced with one inch margins.

- **Requests for art pieces (pictures, music etc.)** are for you to explore what excites you! Incorporate pieces that make you think/laugh/cry/want to create!

- Everyone will be responsible for one **warm up. Your warm up activity should come**
Projects

Activities: *Weekly activities, discussions and assignments are posted on Moodle along with all text-based readings, websites, videos necessary to build student content knowledge.*

Participation/Discussion Board Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>2 Points</th>
<th>1 Points</th>
<th>0 Point</th>
<th>Points Earned/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Teacher Candidate posts, presents and submitted all course on specified due date(s).</td>
<td>Teacher Candidate posts, presents and submitted all course on 1 days after specified due date(s).</td>
<td>Teacher Candidate posts, presents and submitted 2 days after the specified due date(s).</td>
<td>N/A</td>
</tr>
<tr>
<td>Length of Post to discussion board</td>
<td>Question is thoughtfully answered in 150-200 words or more.</td>
<td>Question is thoughtfully answered in at least 100 words.</td>
<td>Question is answered in less than 100 words.</td>
<td>N/A</td>
</tr>
<tr>
<td>Quality/relevance of discussion</td>
<td>Writing is clean and clear of errors, thoughts are well-explained and backed with appropriate research/references and all citations are proper in APA 6 format</td>
<td>Writing is somewhat clean and has only 1 or 2 grammatical errors, thoughts are well-explained but may lack appropriate research/references and all citations are proper in APA 6 format</td>
<td>Writing is messy, many grammatical errors, misspellings, improper citations, if at all. There is evidence of understanding of the content, but may lack any appropriate research/references to back up their claims.</td>
<td>Total Points:___</td>
</tr>
</tbody>
</table>

ARTS DIVERSITY PROJECT:

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

The project has the following 4 components, and is based upon the ACEI Standards (2.5, 3.1, and 3.2) described in the rubric below:

1) A 15-minute recorded presentation
2) A 5-6 page research paper

3) An arts-integrated lesson

4) A PowerPoint presentation explaining the cultural group and your lesson segment

1) Your 15-minute presentation will consist of:

- A ‘hook’ or warm up activity connected to your content and/or art form
- Content presentation based on your research
- A review of the arts integrated lesson plan you have created inspired by the instructional opportunities adapted the historical, cultural and contextual research into your cultural group*
- A video of you explaining your work. If you can project your PowerPoint while you are videotaping yourself presenting that’s great, but not required.

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

Your written assignment will demonstrate that you understand how elementary students differ in their development and learning based upon learning theory, cultural, language, family, and community values. You will research the world of your cultural group and demonstrate an understanding of the history, contributions and significance of this group and how you would design appropriate instruction based upon and sensitive to issues affected by the culture. In addition, find out as much as you can about the current world and lives of people in your cultural group. Also explain why you felt it was important to research this group for this project. Please include the elements below.

- **History:** What is the history of your group?
- **Geography:** Where have they been located historically? Where are they located around the world today?
- **NYC Connection:** Do members of this group live in New York? Where are their community centers? Describe in pictures or words their community environment.
- **Contributions:** What outstanding (historical, artistic and/or modern) contribution has this cultural group made to the world?
- **Culture:** What language(s) does this group speak? What are some of the similarities and differences in beliefs, traditions, and values? What is their traditional cuisine like? What sorts of arts are traditionally practiced? Have the cultural aspects of language/food/arts changed over time/place – how?
- **Traditions:** Select and describe two customs or cultural traditions for your group. What is the origin/basis of these traditions? How are they carried out? How have they changed over time/place?
- **Perception:** How is this group represented in the media or perceived by New Yorkers or Americans at large?
- **Challenges:** What challenges does your group face today?
- **Children:** What challenges do children of this group face? If these children are
represented in your classroom, how do these challenges affect your classroom community and educational objectives?

- **Pride:** Find one of these in New York City for your cultural group: Identify a museum, theatre, parade, music ensemble, etc. that celebrates and/or educates about your group. Are their “heroes” that are members of this culture that students should learn about? Who and why?

- **Reflection:** What have you learned about this group? What has this group taught you? What will you need to consider in your teaching practice to address the needs and challenges of members of this group if they are part of your classroom community?

- **Bibliography:** Using APA style format, include the resources you have used to do your research – please include at least 2 books.

3) **The arts-integrated lesson segment:** Use the lesson segment template for this course to create an arts integrated lesson segment incorporating Visual Arts, Music and Theater or Dance (your choice) for the grade of your choice about the cultural group you have researched. (See rubric below).

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

5) The final AI lesson segment created in the class should be attached with the study.

You should consider the following:

- The overall qualities of your project: The success of your project will be dependent on your knowledge of content, the quality and thoroughness of your research, the appropriateness of the arts integration and your demeanor during the presentation. Your work should respect and pay tribute to a wonderful culture.

- Your oral Presentation: Energy, demeanor, organization, timeliness, ingenuity, creativity, the “hook”, a manifested delight for subject area, love of what you’re teaching, deliberateness, engagement, and risk! (Remember- there is an element of performance to teaching in an engaging manner!)

- The paper: Grammar, structure, syntax, spelling, organization, and CORRECT CITATIONS/BIBLIOGRAPHY.

- The lesson: Can this lesson segment actually be done? Were the lessons well thought out? Are all of the required elements present? Is it age appropriate? Were the overall goals realistic?

- Your evolution: Have you presented your best work? Have you clearly demonstrated the intentions of your unit of study? How have you demonstrated your growth in this presentation? Have you demonstrated an improvement in the oral and written work
presented here today?

Your Arts Diversity Project will be assessed and graded on the basis of the rubric below which is aligned to ACEI Standard 2.5 – The arts, Standard 3.1 – Integrating and applying knowledge for instruction, and Standard 3.2 – Adaption to diverse students.

**ARTS DIVERSITY PROJECT - Rubric Assessment**

<table>
<thead>
<tr>
<th>ACEI Standard 2.5: The Arts</th>
<th>1 - PROFICIENCY BELOW EXPECTATION</th>
<th>2 - APPROACHING PROFICIENCY</th>
<th>3 - PROFICIENT</th>
<th>4 – EXCEEDING PROFICIENCY</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 2.5 Candidates know functions and achievements and applications of art forms as primary media for communication, inquiry, and insight among elementary students.</td>
<td>The candidate lacks a basic understanding of functions, achievements, distinctions and connections in the arts.</td>
<td>The candidate has a basic understanding of functions, achievements, distinctions and connections in the arts as shown by the choice and explanation of the artistic expressions of the culture that is the focus of the project.</td>
<td>The candidate understands functions, achievements, distinctions and connections between arts study and arts experiences and understand it is the foundation for more advanced work in the study of a culture and student inquiry.</td>
<td>The candidate understands functions, achievements, distinctions and connections between arts study and arts experiences makes use of the arts as a tool for inquiry into cultural diversity as well as an expression of student learning.</td>
<td></td>
</tr>
<tr>
<td>ACEI 2.5 Candidates use the arts as primary media for communication, inquiry, and insight among elementary students.</td>
<td>The project does not use the arts to encourage communication, inquiry and insight among elementary students choosing</td>
<td>The project reflects the candidate’s ability to use the arts to encourage communication, inquiry and insight among elementary students.</td>
<td>The project reflects the candidate’s ability to encourage communicatio n, inquiry and insight among elementary students in the</td>
<td>The project reflects the candidate’s ability to work alone and/or with arts specialists to encourage communication, inquiry and insight among</td>
<td></td>
</tr>
</tbody>
</table>
FALL 2016

<table>
<thead>
<tr>
<th>Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - PROFICIENCY BELOW EXPECTATION</td>
<td>Candidate shows some planning instruction and pre-assessment based on knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize and modify learning for students including individuals with exceptionalities.</td>
</tr>
<tr>
<td>2 - APPROACHING PROFICIENCY</td>
<td>Candidate shows evidence of planning engaging instruction based on pre-assessment of knowledge of students, learning theory, knowledge of general and specialized curricula, and community in order to individualize and modify learning for students including individuals with exceptionalities. Candidate also uses a variety of instructional approaches and collaborates with specialists to promote learning in the subject.</td>
</tr>
<tr>
<td>3 - PROFICIENT</td>
<td>Candidate shows evidence of planning instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</td>
</tr>
<tr>
<td>4 - EXCEEDING PROFICIENCY</td>
<td>Candidate shows evidence of planning instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</td>
</tr>
</tbody>
</table>

Examples of arts that are not made by the culture, not specific to place or time, and thus not positive media for student inquiry and insight into the culture. Students through the incorporation of the arts of the culture being studied, but lacks the specificity as to place and time needed to provide adequate insight for students. Study of, participation, and appreciation of arts, acquainting students with exemplary arts from a culture in a specific place or historical period. Elementary students in the study of, participation, and appreciation of arts, acquainting students with exemplary arts from a culture in a specific place or historical period.
| ACEI 3.1 | Candidate does not show ability to recognize and make connections among concepts, procedures, and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities. | Candidate shows a limited awareness to recognize and make connections among concepts, procedures, and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities. | Candidate shows that they recognize and make connections among concepts, procedures and applications across the arts and other content areas to develop meaningful learning for students including individuals with disabilities. Candidate shows that they recognize and make and apply connections among concepts, procedures and applications across arts and other content areas to develop meaningful learning for students including individuals with disabilities. Candidates also demonstrate through personal actions in exemplary teaching. |
| ACEI 3.2 | Candidate’s knowledge and understanding of how students differ in their development and how this is influenced by language, culture and family background only includes one modality | Candidate’s knowledge and understanding of how children differ in their development and how this is influenced by language, culture and family background includes two modalities of communication and adaptations | Candidate knowledge and understanding of how children differ in their development and how this is influenced by language, culture and family background includes a variety of multiple modalities of communication and adaptations |

1 - PROFICIENCY BELOW EXPECTATION

2 - APPROACHING PROFICIENCY

3 - PROFICIENT

4 – EXCEEDING PROFICIENCY
adapted to diverse students.

of communication and no adaptations to diverse students including individuals with exceptionalities.

communicating and one adaptation to diverse students including individuals with exceptionalities.

modalities of communication, and two adaptations to diverse students including individuals with exceptionalities.

to diverse students including individuals with exceptionalities.

ACEI 3.2 Candidates understand how elementary school students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Candidate is unable to successfully design instruction appropriate for Grades 1-6 students’ levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities.

Candidate successfully designs instruction appropriate for Grades 1-6 students’ levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities.

Candidate successfully designs instruction appropriate for Grades 1-6 students’ levels of development, learning styles, and individual differences including respond to the needs of individuals with exceptionalities. Evidence is resourceful and exemplary.

Total: Proficiency below Expectation = 0 to 6
Approaching Proficiency = 7 to 12
Proficient = 13 to 18
Exceeding Proficiency = 19 to 24

MCNY Lesson Segment Rubric: All AI lessons should include Arts Standards, AI Objectives, the teaching of Academic Language(AL) for the arts, along with the AL of the core academic subject area, Preassessment considerations for the Art, and an assessment of the art if the desired outcome is for an artistic process. Otherwise the lesson should use the arts as a way to teach the academic subject through.
# METROPOLITAN COLLEGE OF NEW YORK

## Literacy Segment Assessment Rubric

**Purpose 2**  
**Draft 1** _____ *Self-Assessment _____

**Purpose 3**  
**Draft 2**_____ Final _____

**Candidate**____________________________

**Purpose**  
**Semester**______  
**Grade**______

**Evaluator**____________________________

**Date**_________________________________

Circle the candidate’s level of proficiency in each area of the following rubric.

* Note that self-assessment data may not be used for CAEP reports.

<table>
<thead>
<tr>
<th>1. UNIT PLAN TITLE AND SEGMENT TITLE .</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT_____</th>
<th>EXCEEDS PROFICIENCY_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA:Rubric 1 CAEP:1.1,1.3,1.4 inTASC: 1,4 CEC: 1,3,5</td>
<td>Vague titles are given or titles reflect limited connection.</td>
<td>Titles are vague, but reflect relevance.</td>
<td>Titles are clear and reflect relevance and connection to each other.</td>
<td>Titles are well worded and reflect appropriate relevance, connection and sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. PRE ASSESSMENT</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT_____</th>
<th>EXCEEDS PROFICIENCY_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 2, 10 CAEP:1.1,1.3,1.4 inTASC: 1, 6 CEC: 1,4 ,7</td>
<td>Pre assessment reflects little data relative to each student’s prior knowledge of the Essential Literacy Strategy, related skills or learning styles.</td>
<td>Pre assessment reflects data relative to each student’s prior knowledge of the Essential Literacy Strategy or related skills.</td>
<td>Pre assessment reflects data relative to each student’s prior knowledge of the Essential Literacy Strategy and related skills.</td>
<td>Pre assessment reflects assessment of background knowledge, and prior learning. It reflects data regarding related skills, knowledge of the Essential Literacy Strategy, and learning style.</td>
</tr>
</tbody>
</table>
3. PRE ASSESSMENT OF ACADEMIC LANGUAGE BACKGROUND AND ENGLISH LANGUAGE LEARNING

**edTPA:** 2,10  
**CAEP:** 1.1,1.3,1.4  
**inTASC:** 1, 2  
**CEC:** 1,4,7

<table>
<thead>
<tr>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>Proficient</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre assessment determines which students are English Language Learners.</td>
<td>Pre assessment determines two levels of English Language Learning.</td>
<td>Pre assessment determines three levels of English Language Learning.</td>
<td>Pre assessment determines all students’ level of academic language as it relates to their background and level of English Language Learning. (Up to five levels are identified)</td>
</tr>
</tbody>
</table>

4. PRE ASSESSMENT OF PERSONAL INTERESTS, CULTURE, AND COMMUNITY.

**edTPA:** 2,3, 6  
**CAEP:** 1.1,1.3,1.4  
**inTASC:** 2, 7  
**CEC:** 1,2,4,7

<table>
<thead>
<tr>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>Proficient</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a vague description of the interests, culture, and community of the entire class.</td>
<td>Provides a general description of each student’s personal interests, culture, and community.</td>
<td></td>
<td>Determines each student’s personal interests, culture, and community and summarizes data for the entire class, groups and focus students.</td>
</tr>
</tbody>
</table>

5. CENTRAL FOCUS

**edTPA:** 1  
**CAEP:** 1.1,1.2,1.4,1 .5  
**inTASC:** 1, 4  
**CEC:**1,3,5

<table>
<thead>
<tr>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>Proficient</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses both Comprehension and Composing or mentioned neither one.</td>
<td>Chooses Comprehension or Composing, but does not describe the type of comprehension or composing.</td>
<td>Chooses Comprehension or Composing and provides a general description of the type of comprehension or composing.</td>
<td>Chooses Comprehension or Composing and clearly describes the type of comprehension or composing.</td>
</tr>
<tr>
<td>6. ESSENTIAL LITERACY STRATEGY</td>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>edTPA: 1 CAEP:1.1,1.2,1.3,1.4 intASC: 4,7,8 CEC: 1,3,5</td>
<td>Vaguely describes the teaching of more than one Essential Literacy Strategy to improve Comprehension or Composing.</td>
<td>Vaguely describes an Essential Literacy Strategy to improve Comprehension or Composing.</td>
<td>Describes an Essential Literacy Strategy to improve Comprehension or Composing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. LANGUAGE FUNCTION</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 4 CAEP:1.1,1.2,1.3,1.4,1.5 intASC: 1,2,4,6,7 CEC: 1,3,5</td>
<td>Does not select a language function or selects several for use when teaching the Essential Literacy Strategy to improve Comprehension or Composing.</td>
<td>Selects two language functions and/or confuses their use in teaching students the difference in using only one when applying the Essential Literacy Strategy to improve Comprehension or Composing.</td>
<td>Selects one language function from Blooms Taxonomy, but does not reflect the use of it in all other areas of the segment designed to teach one Essential Literacy Strategy.</td>
<td>Selects ONE language function from Blooms Taxonomy to aid students in utilizing the Essential Literacy Strategy to improve Comprehension or Composing and reflects the use of it in all other areas of the segment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. LANGUAGE</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demands: Related Skills/Academic Vocabulary</td>
<td>PROFICIENCY</td>
<td>PROFICIENT</td>
<td>Exceeds Proficiency</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>edTPA: 4</td>
<td>Selects limited or irrelevant vocabulary and/or does not distinguish between content versus instructional vocabulary.</td>
<td>Selects appropriate academic vocabulary, but is limited only to content or instructional vocabulary.</td>
<td>Selects academic vocabulary that reflects both content as well as instructional vocabulary and teaches it throughout the segment.</td>
</tr>
<tr>
<td>CAEP: 1.1, 1.3, 1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inTASC: 1, 2, 4, 6, 7, 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC: 1, 3, 5</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** Candidates must include academic vocabulary, but may also choose syntax and/or discourse.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 4</td>
<td>Make vague reference to teaching syntax to aid students in using the essential literacy strategy.</td>
<td>Selects a type of syntax that will improve students’ syntax skills, but are not relative to using the essential literacy strategy.</td>
<td>Selects a type of syntax that will enable students to use the essential literacy strategy.</td>
<td>Selects a type of syntax that reflects the areas of need identified in the pre-assessment and will enable students to use the essential literacy strategy.</td>
</tr>
<tr>
<td>CAEP: 1.1, 1.3, 1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>inTASC: 1, 2, 4, 6, 7, 8</td>
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<td></td>
<td></td>
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<tr>
<td>CEC: 1, 3, 4, 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Language Demands: Related Skills-Discourse (Optional)</th>
<th>Below Proficiency</th>
<th>Approach Proficiency</th>
<th>Proficient</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans do not engage students in discourse activities designed to enhance their communicaton skills using academic</td>
<td>Plans engage students in limited discourse activities designed to enhance their communicaton skills using academic language in</td>
<td>Plans engage students in discourse activities designed to enhance their use of academic language to communicate and construct knowledge by using academic</td>
<td>Plans engage students in discourse activities designed to enhance their use of language to communicate and construct and construct knowledge by using academic</td>
<td></td>
</tr>
<tr>
<td>edTPA: 4</td>
<td>CAEP: 1.1, 1.2, 1.3, 1.4</td>
<td>inTASC: 1,2,3,4,6,7,8</td>
<td>CEC: 1,3,4,5</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>BELOW PROFICIENCY</strong></td>
<td><strong>APPROACHING PROFICIENCY</strong></td>
<td><strong>PROFICIENT</strong></td>
<td><strong>EXCEEDS PROFICIENCY</strong></td>
<td></td>
</tr>
<tr>
<td>Plans engage students in Key Learning Tasks that make an authentic connection with writing or reading as it relates to the Essential Literacy Strategy.</td>
<td>Plans engage students in Key Learning Tasks that make an authentic connection with writing or reading as it relates to the Essential Literacy Strategy.</td>
<td>Plans engage students in Key Learning Tasks that make an authentic connection with writing or reading as it relates to the Essential Literacy Strategy.</td>
<td>Plans engage students in Key Learning Tasks AND assessments that make an authentic connection with writing or reading as it relates to the Essential Literacy Strategy.</td>
<td></td>
</tr>
</tbody>
</table>

### 11. READING/Writing CONNECTION

| edTPA: 1 | CAEP: 1.1, 1.2, 1.3, 1.4 | inTASC: 1,2,3,4,6,7,8 | CEC: 1,3,5 |

<table>
<thead>
<tr>
<th>12. STANDARDS</th>
<th><strong>BELOW PROFICIENCY</strong></th>
<th><strong>APPROACHING PROFICIENCY</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>EXCEEDS PROFICIENCY</strong></th>
</tr>
</thead>
</table>
| State or National standards are not included or are not connected to | State or National standards are connected to | State or National standards are appropriate and clearly connected to | State or National standards are appropriate and clearly connected to teaching the
### 13. OBJECTIVES

<table>
<thead>
<tr>
<th>edTPA: 1</th>
<th>CAEP: 1,1.2,1.3,1.4</th>
<th>inTASC: 1,2,4,6,7</th>
<th>CEC: 1,3,5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>connected to teaching the Essential Literacy Strategy and Related Skills.</td>
<td>teaching the Related skills.</td>
<td>teaching the Essential Literacy Strategy.</td>
</tr>
</tbody>
</table>

**BELOW PROFICIENCY**
- Objectives are not included or are inappropriate written and not connected to teaching the Essential Literacy Strategy and Related Skills.
- Vague terminology is used to describe outcomes.

**APPROACHING PROFICIENCY**
- Objectives are written but not all are connected to teaching the Essential Literacy Strategy and Related Skills.
- Vague terminology is used to describe outcomes.

**PROFICIENCY**
- Objectives are clearly connected to teaching the Essential Literacy Strategy and Related Skills. They include 2 out of 3 components: Key activity, observable action, and are measureable.

**EXCEEDS PROFICIENCY**
- Objectives are appropriately written and clearly connected to teaching the Essential Literacy Strategy and Related Skills. They include all 3 components: Key activity, observable action, and are measureable.

---

**NOTE:** Candidates must include three to five lesson plans. The fourth and fifth lessons are optional.

### 14. KEY LEARNING TASKS

#### BELOW PROFICIENCY
- The Key Learning Tasks are not appropriately related to teaching the Essential Literacy Strategy and/or Related Skills.

#### APPROACHING PROFICIENCY
- The Key Learning Tasks are not consistently appropriate and relevant to teaching the Essential Literacy Strategy and/or Related Skills.

#### PROFICIENCY
- The Key Learning Tasks are appropriately related to teaching the Essential Literacy Strategy but do not include sufficiently

#### EXCEEDS PROFICIENCY
- The Key Learning Tasks are appropriately related to teaching the Essential Literacy Strategy and Related Skills and the final lesson
<table>
<thead>
<tr>
<th>Score Code</th>
<th>edTPA: 7 CAEP: 1.1, 1.2, 1.3, 1.4 inTASC: 1, 2, 4, 5, 7, 8 CEC: 1, 3, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The final lesson does not assess independent use of the Essential Literacy Strategy and Related Skills.</td>
</tr>
<tr>
<td></td>
<td>require students to engage in practicing use of Related Skills. AND/OR The final lesson includes formal assessment of the Essential Literacy Strategy but not Related Skills.</td>
</tr>
<tr>
<td></td>
<td>includes formal assessment of the student’s ability to demonstrate independent use of the Essential Literacy Strategy and Related Skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. INTEGRATION OF STUDENTS PERSONAL INTERESTS, CULTURE, AND COMMUNITY.</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 2, 3, 6 CAEP: 1.1 inTASC: 2, 7 CEC: 1, 2, 6, 7</td>
<td>Provides a vague reference to class the interests, culture, and community.</td>
<td>Provides general reference to class personal interests, culture, and community one lesson.</td>
<td>Provides specific reference to class personal interests, culture, and community in two lessons.</td>
<td>Determines class personal interests, or culture, or community and includes this in the theme of the segment and in all lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. ACADEMIC LANGUAGE</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 2, 14, 15 CAEP: 1.1, 1.3,</td>
<td>The segment plan reflects for the teaching of academic language to four focus students.</td>
<td>The segment plan reflects for the teaching of academic language to selected groups and four focus students.</td>
<td>The segment plan reflects for the teaching of academic language to the whole class.</td>
<td>The segment plan reflects for the teaching of academic language to the whole class, groups, and four focus students. This includes modeling,</td>
</tr>
<tr>
<td>17. DEEPENS STUDENT KNOWLEDGE</td>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENCY</td>
<td>EXCEEDS PROFICIENCY</td>
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<tr>
<td>edTPA: 8</td>
<td>Segment planning reflects strategies designed to elicit student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes. This includes strategic use of questioning planned for the whole class.</td>
<td>Segment planning reflects strategies designed to elicit student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes. This includes strategic use of questioning planned for the whole class and groups.</td>
<td>Segment planning reflects strategies designed to elicit student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes. This includes strategic use of questioning planned for the whole class, and up to four focus students.</td>
<td>Segment planning reflects strategies designed to elicit student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes. This includes strategic use of questioning planned for the whole class, up to four focus students, and groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. PROVIDES UNIVERSAL DESIGN</th>
<th>Provides minimal use</th>
<th>Provides minimal use of</th>
<th>Provides satisfactory use</th>
<th>Provides extensive use</th>
</tr>
</thead>
</table>
### FOR LEARNING STRATEGIES

<table>
<thead>
<tr>
<th>edTPA: 9</th>
<th>CAEP: 1.1, 1.2, 1.3, 1.4</th>
<th>inTASC: 1, 7, 8</th>
<th>CEC: 1, 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>of universal design for learning strategies for some students.</td>
<td>universal design for learning strategies for many students.</td>
<td>of universal design for learning strategies for many students.</td>
<td>of universal design for learning strategies for the entire class.</td>
</tr>
</tbody>
</table>

### 19. DIFFERENTIATED ACCOMMODATIONS, MODIFICATIONS AND SUPPORTS

<table>
<thead>
<tr>
<th>edTPA: 2, 14, 15</th>
<th>CAEP: 1.1, 1.2, 1.3, 1.4, 1.5</th>
<th>inTASC: 1, 2, 3, 6, 7, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment planning reflects limited differentiated instruction for the whole class, groups, and four focus students. Differentiation is not based on a pre-assessment and/or on informal and formals assessments.</td>
<td>Segment planning reflects differentiated instruction for the whole class and four focus students. Differentiation is based on pre-assessments. They are not used consistently throughout the segment.</td>
<td>Segment planning reflects differentiated instruction for the whole class, and/or groups, and/or four focus students. Differentiation includes the need for accommodations and modifications from the pre-assessment and formative assessments. However, they are not used throughout the segment.</td>
</tr>
<tr>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Segment planning reflects limited differentiated instruction for the whole class and four focus students. Differentiation is not based on a pre-assessment and/or on informal and formals assessments.</td>
<td>Segment planning reflects differentiated instruction for the whole class and four focus students. Differentiation is based on pre-assessments. They are not used consistently throughout the segment.</td>
<td>Segment planning reflects differentiated instruction for the whole class, and/or groups, and/or four focus students. Differentiation includes the need for accommodations and modifications from the pre-assessment and formative assessments. However, they are not used throughout the segment.</td>
</tr>
</tbody>
</table>

### 20. INFORMAL AND FORMAL FORMATIVE ASSESSMENTS

<table>
<thead>
<tr>
<th>edTPA: 9</th>
<th>CAEP: 1.1, 1.2, 1.3, 1.4</th>
<th>inTASC: 1, 7, 8</th>
</tr>
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<tbody>
<tr>
<td>Segment planning reflects limited differentiated instruction for the whole class, groups, and four focus students. Differentiation is not based on a pre-assessment and/or on informal and formals assessments.</td>
<td>Segment planning reflects differentiated instruction for the whole class and four focus students. Differentiation is based on pre-assessments. They are not used consistently throughout the segment.</td>
<td>Segment planning reflects differentiated instruction for the whole class, and/or groups, and/or four focus students. Differentiation includes the need for accommodations and modifications from the pre-assessment and formative assessments. However, they are not used throughout the segment.</td>
</tr>
<tr>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Formal assessments are integrated into the last lesson.</td>
<td>Formal assessments are integrated in the segment and directly related to</td>
<td>Formal assessments are thoroughly and consistently integrated throughout the</td>
</tr>
<tr>
<td>Segment planning reflects limited differentiated instruction for the whole class and four focus students. Differentiation is not based on a pre-assessment and/or on informal and formals assessments.</td>
<td>Segment planning reflects differentiated instruction for the whole class and four focus students. Differentiation is based on pre-assessments. They are not used consistently throughout the segment.</td>
<td>Segment planning reflects differentiated instruction for the whole class, and/or groups, and/or four focus students. Differentiation includes the need for accommodations and modifications from the pre-assessment and formative assessments. However, they are not used throughout the segment.</td>
</tr>
</tbody>
</table>
but the use or purpose is ambiguous or vaguely related to the objectives of the segment. The objectives of the segment. Accommodations and modifications are used to ensure accurate assessment. segment. This includes pre assessments, informal and formal formative assessments and/or summative assessment. They are directly related to the objectives of the segment and include individualized accommodations and modifications to ensure accurate assessment. The final assessment is independently demonstrated by each student in the last lesson.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL RESOURCES AND MATERIALS</th>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>Proficient</th>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____</td>
<td>_____</td>
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</tr>
<tr>
<td></td>
<td>Makes use of a resources and materials to support focus students.</td>
<td>Makes use of materials to support the whole class by using some aspects of universal design for learning.</td>
<td>Makes use of resources and materials to support the whole class and four individual focus students. Selection represents use of differentiated support and/or universal design for</td>
<td>Makes use of a wide range of resources and numerous materials to support the whole class, groups of students, and four individual focus students. Selection represents use of differentiated support and</td>
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<tr>
<td>FALL 2016</td>
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<tr>
<td></td>
<td></td>
<td>learning to include the use of technology. The whole class is accommodate d.</td>
<td>universal design for learning to include the use of individualized technology. Also lists citations for sources of materials not created by the candidate.</td>
<td></td>
</tr>
<tr>
<td>22. MODEL AND APPLY TECHNOLOGICAL STANDARDS</td>
<td>edTPA: 9 CAEP: , 1.2, 1.3, 1.4, 1.5 inTASC: 1,7,8 CEC: 5</td>
<td>BELOW PROFICIENCY Segment uses and describes principles form research and/or theory to support justification for teaching the Essential Literacy Strategy and Related skills for the whole class and groups.</td>
<td>APPROACHING PROFICIENCY Segment uses principles form research and/or theory to support justification for teaching the Essential Literacy Strategy and Related skills for the whole class and groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROFICIENCY Segment uses and cites principles form research and/or theory to support justification for teaching the Essential Literacy Strategy, and use of students interests, culture, community background for the whole class, and four focus students.</td>
<td>EXCEEDS PROFICIENCY The candidate models and applies the use of technology by designing, implementing, and assessing learning experiences to engage students and improve learning and enrich professional practice. reflects the use for teaching the Essential Literacy Strategy, Related skills, and use of students interests, culture, community and supports for the whole class.</td>
<td></td>
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<tr>
<td>23. SUPPORTING PEDAGOGICAL RESEARCH AND THEORY</td>
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<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>BELLOW PROFICIENCY</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate uses and describes principles form research and/or theory to support justification for teaching the Essential Literacy Strategy, Related skills, and use of supports for the whole class.</td>
<td></td>
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</tr>
<tr>
<td><strong>APPROACHING PROFICIENCY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate uses principles form research and/or theory to support justification for teaching the Essential Literacy Strategy and Related skills for the whole class and groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFIICIENCY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate uses and cites principles form research and/or theory to support justification for teaching the Essential Literacy Strategy, and use of students interests, culture, community background for the whole class, and four focus students.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXCEEDS PROFICIENCY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate uses and cites principles form research and/or theory to support justification for teaching the Essential Literacy Strategy, and use of students interests, culture, community and supports for the whole class, groups, and four focus students.</td>
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</table>

<table>
<thead>
<tr>
<th>24. ALL PARTS OF THE SEGMENT ARE ALIGNED WITH EACH OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>edTPA: 9</strong></td>
</tr>
<tr>
<td><strong>CAEP: 1.2</strong></td>
</tr>
<tr>
<td><strong>inTASC: 1,7,8</strong></td>
</tr>
<tr>
<td><strong>CEC: 1,2,7</strong></td>
</tr>
<tr>
<td><strong>Below Proficiency</strong></td>
</tr>
<tr>
<td>Only a couple of sections are aligned with each other.</td>
</tr>
<tr>
<td><strong>Approaching Proficiency</strong></td>
</tr>
<tr>
<td>Some parts of the segment are aligned with each other.</td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
</tr>
<tr>
<td>Most parts of the segment are aligned with each other.</td>
</tr>
<tr>
<td><strong>Exceeds Proficiency</strong></td>
</tr>
<tr>
<td>All parts of the segment are successfully aligned with each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25 PEDAGOGICAL AND SYNTACTICAL WRITING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Below Proficiency</strong></td>
</tr>
<tr>
<td>The written segment plan reflects the candidate’s</td>
</tr>
<tr>
<td><strong>Approaching Proficiency</strong></td>
</tr>
<tr>
<td>The written segment plan reflects the candidate’s ability to write a</td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
</tr>
<tr>
<td>The written segment plan reflects the candidate’s ability to write a</td>
</tr>
<tr>
<td><strong>Exceeds Proficiency</strong></td>
</tr>
<tr>
<td>The written segment plan reflects the candidate’s outstanding</td>
</tr>
<tr>
<td>edTPA: 9</td>
</tr>
<tr>
<td>CAEP: 1.1, 1.2, 1.3, 1.4</td>
</tr>
<tr>
<td>inTASC: 1, 7, 8</td>
</tr>
<tr>
<td>CEC: 1, 5</td>
</tr>
</tbody>
</table>

**CANDIDATE____________________________**

**GUIDE TO STANDARDS:**

**edTPA Rubrics:**
- Planning 1 - 5
- Instruction 6 – 10
- Assessment 11- 15

**CAEP Standard 1:** Content and Pedagogical Knowledge- 1.1, 1.2, 1.3, 1.4, 1.5

**inTASC Standards:** The Learner and Learning - 1, 2, 3
- Content - 4, 5
- Instructional Practice - 6, 7, 8

**CEC: Standards 1-7**
1. Child Development
2. Cultural similarities and differences
3. Accommodations and Content
4. Assessment
5. Planning Activities and Using Technology
6. Paraprofessionals and Culture
7. Collaboration

**SCORING GUIDE:**
**EXCEEDING PROFICIENCY - 85 - 100**
PROFICIENT – 70 - 84
APPROACHING PROFICIENT - 65 - 74
BELOW PROFICIENT - 55 – 64

SCORE_________________
COMMENT:

Suggested Additional Resources/Readings:

- Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids
  - Tomlinson, Carol Ann, McTigue, Jay
  - Issues and Approaches to Art for Students with Special Needs
    - 2005, by Andra Nyman and Anne Jenkins, NAEA
- Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines
  - by Philip Yenawine

Participation
Attendance

Attendance Policy

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. Faculty members are required to take attendance during each class session and must keep their own attendance rosters. Additionally, students are responsible for knowing missed material. Faculty need not offer make-ups or extensions for missed work. Students who accumulate 3 absences are jeopardizing their good standing and are in danger of failing. Students who accumulate excessive absences or lateness may be recommended or
withdrawal. Any student who has missed the first 2 sessions per class in a term will not be allowed to begin classes. *Each Faculty may add additional requirements.*

**Standards of Academic Conduct and Student Integrity**

The College expects academic honesty from students and instructors. Students have the obligation both to themselves and to the College to make the appropriate College representative aware of instances of academic deceit or dishonesty. Generally, this entails making the situation known to the instructor, and if needed, to the Dean of the student’s school. Likewise, faculty members are responsible for enforcing the stated academic standards of the College. Instances of violating academic standards might include, but are not necessarily limited to, the situations outlined below:

**Cheating** – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.

**Plagiarism** is presenting someone else’s work as though it is your own. 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. Students are expected to use the proper APA format for citations. An online APA manual can be found at: [http://www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/).

**Fabrication** involves inventing or falsifying any data, information, or records.

**Obstruction** is impeding the ability of another student to perform assigned work.

**Collusion** comprises assisting any of the above situations or performing work that another student presents as his or her own.

For the complete policies of academic and student conduct of the MCNY student handbook, please visit [http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf](http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf)
Overview

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

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

Objectives

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

1. Gain an understanding of basic concepts in elementary school science and describe classroom applications of these concepts.

2. Create learning activities for elementary school students that encourage scientific inquiry and investigation.
3. Compare and contrast important ideas in science and discuss their applications and implications for society.

4. Discuss both the positive and negative consequences of our applications of scientific discoveries in today’s world.

5. Use science instruction strategies and methods that address the diverse needs of learners in a variety of school settings.

**Hybrid Course**

**Format**

*It is separate and distinct from any homework you may receive in this course.* Please follow the course dates to see which activity corresponds with each week.

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

- Attendance and participation: 10%
- Journals and Hybrid Components: 30%
- Quiz 1 (Ch. 1, 2, 4): 15%
- Quiz 2 (Ch. 3, 5, 6, 7): 15%
- Science unit document and presentation: 30%
Assignments:

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

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

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

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

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

Course Text

Web Links
Reference to these links should appear in your unit, lesson plans, journals and exams. Students are expected to regularly bring their laptop computers to class, for technology is integrated into science education at every level.

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

National Science Teachers’ Association (NSTA): www.nsta.org
NGSS Standards: www.ngss.nsta.org


Benchmarks 2000—Project 2061. (Science, Math & Technology initiative from the American Association for the Advancement of Science (AAAS): [http://www.project2061.org/default.htm](http://www.project2061.org/default.htm)

### Class Sessions
Each class session will include a discussion of science teaching, content and strategies. Students will participate in a number of hands-on investigations, modeling best practices in science teaching.
Course assignment and work due dates can be discussed based on the needs of the cohort.

1. **Science Education Defined**
   - Course outline, bibliography and requirements
   - How teachers and children define science
   - Science attitudes
   - Curriculum changes in elementary science

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

**Read:** Martin text (2009) Chapter 1. *What is the Nature of Science?*
**Read:** Martin, Chapter 2, *How Do Children Learn Science?*

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

**Submission Portal Available on Moodle Session ONE**

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

**Submission Portal Available on Moodle Session ONE**

2. **What is Science?**
   - Child and adult images of scientists and science itself.
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- Scientific method
- Scope and Sequence Chart for Elementary Science

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

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

**DUE NEXT SESSION:** **Investigation Journal: Sinking and Floating:** Clay boats investigation. Define terms: Mass, weight, volume, density, buoyancy and water displacement, relating terms to materials used in the investigation

Submission Portal Available on Moodle Session TWO

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

Submission Portal Available on Moodle Session TWO

3. **Science in the City—Walking nature trip to Battery Park**
   - Viewing the city as a naturalist.
   - Cracks in the sidewalk: Observing and recording natural phenomena in urban environments.
   - Planning safe and effective field trips.

**Investigation:** Walking trip to the Battery Park. Meet at MCNY. Bring trip questions sheet, notebook and pencil.

**DUE NEXT SESSION:** **Investigation Journal: Walking nature trip**
Describe and reflect on own learning, group work and elementary classroom applications for class trips in general. Include rough notes and sketches taken during the investigation. Compare and contrast what you expected to experience before and after the trip. Utilize the Martin text to support your work.

Submission Portal Available on Moodle Session THREE

4. **Children as Science Learners**
   - The development of children’s understanding of natural phenomena.
   - A constructivist approach to learning and teaching.
   - Inquiry, experiential learning, and investigations of the natural and the constructed world.

**Read** Martin Chapter 3, *Inquiry for All Children.* Be prepared to discuss accommodations that could be made for children in your class, based on text and past experience
DUE NEXT SESSION: Investigation Journal: Observation of a science- or non-fiction literacy lesson
Observe a science or non-fiction literacy lesson taught by the science teacher or classroom teacher. Describe and reflect on setting, lesson aim, and record activities and dialogue to capture some of the teacher’s and children’s questions and responses. Compare questions to Bloom’s taxonomy (Ch. 6, pg. 174.) and lesson activities to inquiry model criteria. (Ch. 4.)

Submission Portal Available on Moodle Session FOUR

5. Planning for Science Instruction—What to Teach and How by Addressing the Needs of Diverse Learners

- Science for all children.
- Science for exceptional children.
- Inclusion in the science classroom and in own Science Unit Project.
- Classroom management strategies for special needs students.
- Inquiry lessons and concept mapping. (See concept map for Chapter 4 in Martin Companion Website link above.)
- The scope and sequence of the NYC DOE science curriculum, K-5.
- Review National Science Education Standards (Table 4.2, p. 127 ff.)
- Concept Map consideration

Investigation: Circuits

Read Martin Chapter 4, Teaching Inquiry Based Science.

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

Submission Portal Available on Moodle Session FIVE

DUE NEXT SESSION: Reading Journal 3: (A) Create a concept map that includes some or all of the topics in your unit with at least three levels of super/subordinate concepts. (B) Write part of a lesson plan based on your unit, using at least the first two of the steps in four-e lesson plan: 1. Exploration. 2. Explanation. (pgs. 12-139.) (C) Write a short paragraph on how your unit fits the NYC DOE Scope and Sequence.

Submission Portal Available on Moodle Session FIVE


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

Read Martin Chapter 7, How Do You Develop and Use Authentic Assessment?
DUE NEXT SESSION: Reading Journal 4—Science project: List three assessment strategies from lesson plans, including description of assessment task, rationale for selection, and a rubric for each assessment. Describe how Basic Processes and/or Integrated Processes (Table 7.4, pages 217-218) have been incorporated into lesson plans.
Submission Portal Available on Moodle Session SIX

7. PROJECT LEARNING TREE [23.Oct.2018] (2 Hours 45 minutes)

DUE: Reading Journal 5—Science Unit: Submit sample questions from 3-4 lessons, providing a rationale for selection within unit. Include some “reflective questions” (pg. 203). Compare your questions to other teacher’s questions recorded in Journal 3.
Submission Portal Available on Moodle Session SEVEN

8. Safety in Science Inquiry
   - Safety in Classroom
   - Classroom management strategies for special needs students.

Read Martin Chapter 10 Design and Manage a Safe Inquiry-Based Classroom. Be prepared to discuss accommodations that could be made for children in your class, based on text and past experience.

Read Martin Chapter 5, Inquiry Methods to Construct Understanding. Be prepared to discuss scientific literacy and methods to promote concept formation.

9. LOWER EAST SIDE ECOLOGY CENTER (2 Hours 45 minutes)

DUE NEXT WEEK: Investigation Journal: Red Worms and Composting
Include a drawing of the red worm, with body parts labeled and defined.
Describe the role of the red worm in the ecology of the forest floor. Describe briefly several classroom applications. Reflect on science content and processes within the investigation.
Submission Portal Available on Moodle Session NINE

Take-Home Quiz 1: Questions from Martin Chapters 1, 2 & 4. Investigations: Bubbles, Sink and Float, Red Worms. Class notes on discussions.
Submission Portal Available on Moodle Session NINE

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

Read Martin Chapter 9, Integration of science with other disciplines. Be prepared to discuss other possible trans-disciplinary integrations based on text and past experiences.

DUE NEXT WEEK: Reading Journal 6: Science project draft: objectives, rationale, assessment references, and two lessons due. List resources used in lesson plan from Martin, Part II, or other teacher’s guides in Curriculum Materials Center, and websites. Cite safety considerations included, where applicable.
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Submission Portal Available on Moodle Session TEN

11. American Museum of Natural History

Take-home Quiz 2: Martin Chapters 3, 5, 6 and 7. Investigations: Circuits, and science literacy

12. Classroom Presentations of Projects/Lessons in Science
Presentation and discussion of final science projects/units. Use “Presentation Guidelines.” Practice presentation with peers prior to session.

13. Science Units DUE

14. Class Reflection
What I wish I had known - Teachers share their best advice to help new educators start their first year with confidence.
Audrey Cohen School for Human Services and Education

EDU 530 COM: Diagnostic and Remedial Techniques in Reading – 2 credits

Communications

COURSE INFORMATION

Course Description
This course focuses on effective approaches in working with students who experience reading, writing and language difficulties in inclusive classroom programs. Course activities are designed to develop proficiency in applying knowledge of literacy theory and practice to create instruction for students experiencing difficulties in literacy across the curriculum. Prospective teachers gain competence in assessment and instruction of student children’s strengths and needs in the area of literacy. Assessment protocols will be introduced and practiced to support a growing knowledge of preventive and corrective approaches to literacy instruction. Emphasis will be on the formal and informal procedures that match reading instruction to individual student needs. Consideration of reading and writing across content areas provide opportunities to select and adapt materials/texts to meet the individual needs of unique learners.

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

1. Gain a deeper understanding of literacy theory and practice

2. Demonstrate knowledge of diagnostic procedures used in identification and evaluation of reading ability/disability

3. Examine methods for organizing and managing the learning environment for literacy instruction

4. Formulate instructional procedures for diverse students based on diagnostic teaching

5. Implement various instructional strategies associated with effective reading instruction
6. Demonstrate proficiency in design and construction of teaching materials which correct specific difficulties

7. Examine inclusion strategies that promote differentiation of instruction for students with and without exceptionalities.

**Required Readings**
ISBN: 9780135015780


*Additional readings will be posted on Moodle or distributed in class.*

**Recommended Readings**


Walker, B. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*. Upper Saddle River, New Jersey: Prentice Hall
Weaver, C. (2002). *Reading Process and Practice from Socio-Psycholinguistics to Whole Language*. Portsmouth, NH: Heinemann

**Use of Moodle**
This course is requires students to participate in web-based exercises, which will be included in computing their grade. A Moodle course web site (http://moodle.mcny.edu) has been developed for this course, which includes: course assignments, additional web links, multimedia resources, and links to the discussion forum. Additional web resources may be added to the page throughout the semester. A copy of this syllabus is also available. In combination, this syllabus and the Moodle course shell explain all the requirements for this course.

**Attendance Policy**
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 accumulate 3 absences are jeopardizing their good standing and are in danger of failing. Students who accumulate excessive absences or lateness may be recommended for withdrawal. Any student who has missed the first 2 sessions per class in a term will not be allowed to begin classes. Throughout the semester you will be expected to participate in class as demonstrated through various activities. These activities include but are not limited to readings, class discussions, group and independent activities. We are a community of teachers and learners; attendance is mandatory in order to create and maintain a collaborative atmosphere. Furthermore, active participation in online work is essential for your learning in this course. Take your responsibility seriously online, just as you would in class. Absences and excessive tardiness in online class sessions will affect your grade.

**Standards of Academic Conduct and Student Integrity**
The College expects academic honesty from students and instructors. Students have the obligation both to themselves and to the College to make the appropriate College representative aware of instances of academic deceit or dishonesty. Generally, this entails making the situation known to the instructor, and if needed, to the Dean of the student’s school. Likewise, faculty members are responsible for enforcing the stated academic standards of the College. Instances of violating academic standards might include, but are not necessarily limited to, the situations outlined below:

**Cheating** – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.

**Plagiarism** is presenting someone else’s work as though it is your own. 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. Students are expected to use the proper APA format for citations. An online APA manual can be found at: http://www.dianahacker.com/resdoc/.

**Fabrication** involves inventing or falsifying any data, information, or records.

**Obstruction** is impeding the ability of another student to perform assigned work.
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Collusion comprises assisting any of the above situations or performing work that another student presents as his or her own.

For the complete policies of academic and student conduct of the MCNY student handbook, please visit http://www.mcny.edu/pdfs/studentservices/MCNY_Student_Handbook.pdf

ASSESSMENT

Grades will be computed based on any combination of the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>GRADE POINTS</th>
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<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>14 points</td>
</tr>
<tr>
<td>Literacy/Reading Specialist Interview</td>
<td>10 points</td>
</tr>
<tr>
<td>Reader Response Journals (3)</td>
<td>15 points</td>
</tr>
<tr>
<td>Essential Component of Reading Presentations (3)</td>
<td>45 points</td>
</tr>
<tr>
<td>Reader’s Workshop Lesson Plan</td>
<td>15 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114 points possible</strong></td>
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Literacy/Reading Specialist Interview
The purpose of this assignment is to capture a first-hand account of the role of a school-based literacy/reading specialist. Specific directions for this assignment will be distributed in class and posted on Moodle.

Reader Response Journals
The purpose of this assignment is to reflect on course readings and activities. Specific directions for this assignment will be distributed in class and posted on Moodle.

Essential Components of Reading (Presentation)
The purpose of this activity is to research and report on one of the five essential components of reading: phonemic awareness, fluency, vocabulary, or reading comprehension. Based on your assigned component of reading, you will be responsible for developing and delivering a presentation to the class. Specific directions for this assignment will be distributed in class and posted on Moodle.

Reader’s Workshop Lesson Plan
The purpose of this activity is to develop a lesson that is aligned with the components of the Reader’s Workshop model. Specific directions for this assignment will be distributed in class and posted on Moodle.

Final Exam
The purpose of the final exam is to assess your knowledge of the main points selected from (1) course readings, (2) class assignments, and (3) activities leading up to the final exam.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session Topic</th>
<th>Assignment Due</th>
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</table>
| Session 1 | **Introduction: 5 Essential Components of Reading**  
*Essential Question: How can we support the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
- Develop 5 questions that you would like to learn about/from a literacy/reading specialist.  
- Gather student-literacy data (ie. F&P, CBM, Universal Screeners) |                                                                                                                                                                                                               |
| Session 2 | **Literacy Assessment & Instruction**  
*Essential Question: How can we align student literacy data and instruction to support reading development?*  
**Preparation for Next Class Session**  
Literacy/Reading Specialist Interview due Sunday, January 27* |                                                                                                                                                                                                               |
| Session 3 | **Investigating the Role of a Literacy/Reading Specialist**  
*Essential Question: What is the role of a literacy/reading specialist in supporting the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
Read, McCormick (Ch. 4) | Assignment Due  
Literacy/Reading Specialist Interview due Sunday, January 27*                                                                                                                                               |
| Session 4 | **Lesson Planning: Pre-/Post-Assessments**  
*Essential Question: How can we develop lesson plans that build on student data?*  
**Preparation for Next Class Session**  
Read, McCormick (Ch. 5) |                                                                                                                                                                                                               |
| Session 5 | **Lesson Planning: Scaffolding**  
*Essential Question: How can we develop a scaffolded lesson plan that supports the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
Read, McCormick (Ch. 6) |                                                                                                                                                                                                               |
| Session 6 | **Culturally Responsive Literacy Instruction**  
*Essential Question: In what way(s) can we develop and implement culturally responsive literacy instruction?*  
**Preparation for Next Class Session**  
Reader Response Journal #1 | Assignment Due  
Reader Response Journal #1 due IN CLASS                                                                                                                                                                   |
| Session 7 | **Phonemic Awareness & Phonics**  
*Essential Question: How can we implement phonics instruction that promotes the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
Read, McCormick (Ch. 7) |                                                                                                                                                                                                               |
| Session 8 | **Lesson Planning: Scaffolding**  
*Essential Question: How can we develop a scaffolded lesson plan that supports the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
Reader Response Journal #2 | Assignment Due  
Reader Response Journal #2 due IN CLASS                                                                                                                                                                   |
| Session 9 | **Fluency - PRESENTATION**  
*Essential Question: How can we implement reading fluency instruction that promotes the reading development of a diverse group of readers?*  
**Preparation for Next Class Session**  
Read, McCormick (Ch. 8) |                                                                                                                                                                                                               |
| Session 10 | **Reading Comprehension - PRESENTATION**  
*Essential Question: How can we implement reading comprehension instruction that...** |                                                                                                                                                                                                               |
| Session 11 | Vocabulary – PRESENTATION  
**Essential Question:** How can we implement vocabulary instruction that promotes the reading development of a diverse group of readers?  
**Preparation for Next Class Session**  
Reader Response Journal #3 |  |
| --- | --- |
| Session 12 | Reader’s Workshop  
**Essential Question:** How can we develop a lesson plan aligned with the components of a Reader’s Workshop?  
**Preparation for Next Class Session**  
TBD | Assignment Due  
Reader Response Journal #3 due IN CLASS |
| Session 13 | Reader’s Workshop Lesson Plan  
**Essential Question:** How can we develop a lesson plan aligned with the components of a Reader’s Workshop?  
**Preparation for Next Class Session**  
• Study for Final Exam |  |
| Session 14 | Sum it Up: 5 Essential Components of Reading  
**Essential Question:** How can we support the reading development of a diverse group of readers? | FINAL EXAM |