Teaching Effectively

Purpose 2

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

AUDREY COHEN SCHOOL
FOR
HUMAN SERVICES AND EDUCATION

SPRING 2019

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

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# TEACHING EFFECTIVELY

## Purpose 2

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POLICIES

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

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

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

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

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

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the Financial Aid Handbook for details.
Plagiarism
Presenting someone else’s work as though it is your own constitutes plagiarism. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format. As a teaching tool to prepare original scholarship, faculty may require students to submit assignments to the \textit{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 contained in the on-line \textit{MCNY Student Handbook}.

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

Any information in this handbook is subject to change.
Definitions

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

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

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

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

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

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

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

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

**The Purpose-Centered Educator Proficiencies**

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

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

NOTE: The Purpose 2 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.

Any information in this handbook is subject to change.
The Purpose-Centered Educator Proficiencies
The Mission of the Institution

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

The Vision of the Unit

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

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

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

The Mission of the Unit

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

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

Knowledge:

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

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

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

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

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

Skills:

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

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

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

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

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

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

Disposition/Values:

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

B. High Expectations
Candidates demonstrate through their classroom behavior that all students can learn at high levels, and they persist in helping all students achieve success.
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<td><strong>Knowledge (A) Subject Matter</strong></td>
<td><strong>Standard II: Knowledge of Content and Instructional Planning</strong> Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</td>
<td><strong>Standard #4: Content Knowledge</strong> 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><strong>2.1 Reading, Writing, and Oral Language</strong>—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; <strong>2.2 Science</strong>—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; <strong>2.3 Mathematics</strong>—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; <strong>2.4 Social studies</strong>—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history.</td>
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<td>(B) Student Learning</td>
<td>Standard I: Knowledge of Students and Student Learning Teachers acquire</td>
<td>Standard #1: Learner Development The teacher understands how learners grow and develop.</td>
<td>1. Development, Learning and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents</td>
<td>1</td>
<td>1, 2, 3</td>
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- 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;
- **2.5 The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
- **2.6 Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
- **2.7 Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the central elements to foster active, healthy lifestyles and enhanced quality of life or elementary students.
### Purpose

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<td>know human development and learning and how to use this developmental theory in their practice to optimize student learning.</td>
<td>knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</td>
<td>recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
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<tr>
<td>(C) Diversity of Learners</td>
<td><strong>Standard I: Knowledge of Students and Student Learning</strong> Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</td>
<td><strong>Standard #2: Learning Differences</strong> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<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>(D) Environment for Learning</td>
<td><strong>Standard IV: Learning Environment</strong> Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</td>
<td><strong>Standard #3: Learning Environments</strong> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self</td>
<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><strong>creation of a positive environment for learning.</strong></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>2,3</td>
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<td><strong>(E) Assessment</strong></td>
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<td>The candidates demonstrate the ability to monitor, evaluate, analyze and interpret student learning</td>
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<td><strong>Skills</strong></td>
<td><strong>Standard II: Knowledge of Content and Instructional Planning</strong> Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</td>
<td><strong>Standard #7: Planning for Instruction</strong> 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><strong>3.1 Integrating and applying knowledge for instruction:</strong> Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</td>
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<td>(B) Instructional Strategies and Technologies</td>
<td>The candidates use a range of instructional strategies and technologies to promote student learning, critical thinking and problem-solving.</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>The candidates create a positive learning environment where students are engaged and self-motivated.</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>(D) Communication</td>
<td>The candidates use effective verbal, non-verbal strategies, medias</td>
<td>Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</td>
<td>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active</td>
<td>3.5 Communication to Foster Collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
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<td>and technologies to promote student learning.</td>
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<td>engagement in learning, and self motivation.</td>
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<td><strong>(E) Assessment</strong></td>
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<td>The candidates use formal and informal assessment to monitor student learning and to modify instruction based on assessments.</td>
<td><strong>Standard V: Assessment for Student Learning</strong> Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</td>
<td><strong>Standard #6: Assessment</strong> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td><strong>4.0 Assessment for Instruction:</strong> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
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<td><strong>(F) Collaboration and Relationships</strong></td>
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<td>The candidates demonstrate the ability to establish positive relationships with key constituencies (peers, colleagues, parents and students).</td>
<td><strong>Standard VI: Professional Responsibilities and Collaboration</strong> Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</td>
<td><strong>Standard #10: Leadership and Collaboration</strong> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td><strong>5.2 Collaboration with Families:</strong> Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</td>
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<td><strong>(G) Reflection and Professional Development</strong></td>
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<td>Teachers set informed goals and strive for continuous improvement.</td>
<td><strong>Standard VII: Professional Growth</strong> Teachers set informed goals and strive for continuous improvement.</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>5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources</strong></td>
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<td>The candidates reflect and analyze the impact of their actions on student learning in order to develop as professionals.</td>
<td>professional growth.</td>
<td>to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td>available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</td>
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<td>Dispositions/Values (A) Diversity/Individual Differences</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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<td>(B) High Expectations</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 #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>1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
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<td>students can learn at high levels and they persist in helping all students achieve success.</td>
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**Purpose**

Students can learn at high levels and they persist in helping all students achieve success.
MSED Assessment System for the Spring 2019 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 I, Purpose 2, and Purpose 3 Constructive Action Assessments. These assessments are modeled after the Teacher Work Sample adapted from the Renaissance Partnership for Improving Teacher Quality to monitor candidates’ instructional practice and to collect data on student learning in grades 1-6 during 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 *
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 33 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 33 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/](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.
## MCNY ASSESSMENT SYSTEM
### CANDIDATE PERFORMANCE

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Assessment Tools</th>
<th>Proficiencies</th>
</tr>
</thead>
</table>
| Admission to the Program (Purpose 1) | **BA/BS Degree (E)**  
GRE 3.0 (E)  
Letters of Recommendation (E)  
Interview (I)  
Essay (I)  
Fingerprinting and Criminal Background Check (E) | **Knowledge (A)**  
**Dispositions (A, B)** |
| Admission to Purpose 2 (Student Teaching 1) | **Passing Grade in Mathematics and Reading Methods courses (I)**  
**Maintain Criminal Background Check (E)**  
**Child Abuse Training Certification (E)**  
**Pre-Student Teaching Proficiencies Assessment (I)**  
**Pre-Student Teaching Assessment (Constructive Action 1) (I)**  
**Child Study of a Student with a Disability Assessment(I)**  
**Foundations of Special Education Examination Assessment(I)**  
**CST 221 (E)** | **Knowledge (A, B, C)**  
**Skills (B, D, F, G)**  
**Dispositions (A, B)** |
| Admission to Purpose 3 (Student Teaching 2) | **3.0 GPA (I)**  
**Student Teaching 1 Proficiencies** | **Knowledge (A, B, C, D, E)** |
<table>
<thead>
<tr>
<th>Assessment (I)</th>
<th>Skills (A, B, C, D, E, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning Assessment (Constructive Action 2) (I)</td>
<td>Dispositions (A, B)</td>
</tr>
<tr>
<td>Collaboration Project Assessment (I)</td>
<td></td>
</tr>
<tr>
<td>Maintain Criminal Background Check (E)</td>
<td></td>
</tr>
<tr>
<td>Project SAVE Seminar (I)</td>
<td></td>
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<tr>
<td>DASA Training Certification</td>
<td></td>
</tr>
<tr>
<td>Integrated Thematic Unit (I)</td>
<td></td>
</tr>
<tr>
<td>EAS and CST 060 (E)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Completion</th>
<th>Knowledge (A, B, C, D, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 GPA (I)</td>
<td>Skills (A, B, C, D, E, F, G)</td>
</tr>
<tr>
<td>Student Teaching 2 Proficiencies Assessment (I)</td>
<td>Dispositions (A, B)</td>
</tr>
<tr>
<td>TWS Assessment (Constructive Action 3) (I)</td>
<td></td>
</tr>
<tr>
<td>Arts Diversity Project Assessment (I)</td>
<td></td>
</tr>
<tr>
<td>Submitting the edTPA and taking the CST-222,245 (E)</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING EFFECTIVELY

Overview of the Purpose

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

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

You will undertake a Constructive Action that will be aligned with the teaching practicum. You will fuse knowledge from the Dimension courses into the Constructive Action and its documentation to achieve the Purpose of the second semester. Both your participation in the teaching practicum and your Constructive Action will be assessed.
The Purpose (pedagogical performance area) for each semester is examined from five different perspectives called Dimensions. Five Dimensions form the bedrock upon which to achieve the performance areas and to organize knowledge. The Dimensions are 1) Purpose Seminar, 2) Values and Ethics, 3) Self and Others, 4) Systems, and 5) Skills (technical and communication). All work of each semester is organized around these perspectives. The Dimensional perspectives remain constant while the Purpose to be achieved changes each semester.

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

**Constructive Action: Teaching Practicum Grades 1-3**
This course instructs you on how to develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis is placed on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. You will practice skills being learned in the teacher education program through direct experiences with individual students, groups of students, or a whole class of students including students with disabilities. These skills are practiced under the direct supervision of a certified teacher which has the official responsibility for the students.

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

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

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

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

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

![This symbol means that the dimension course assignment is to be integrated into your constructive action document.](image)

*NOTE: The Purpose 2 syllabi and course assessments/rubrics are subject to change due to possible certification changes required by the New York State Education Department and on-going accreditation changes made by CAEP/NCATE.*
Audrey Cohen School for Human Services and Education

Purpose 2 Seminar

Analysis of Teaching Behavior Grades 1-3 (EDU 520 PUR)

Practicum and Constructive Action Document (EDU 520 CON)
COURSE DESCRIPTION: The Purpose 2 Seminar integrates your experiences in the schools with your Dimension courses through the development of a Constructive Action project that you will undertake in a classroom setting. The Constructive Action is a modified version of the Renaissance Partnership for Improving Teacher Quality. Our discussions and readings will focus on the challenges you face as pre-service teachers in the first of two student teaching experiences. You will be developing a broad repertoire of pedagogical strategies that include facilitating the academic, social and ethical development of students with and without disabilities through objective observations and rigorous curriculum planning; creating a supportive and well-managed classroom environment; developing effective teaching practices; addressing the needs of the school and community; and gaining knowledge about community resources. This clinical study of your student teaching activities in the classroom will enable you, the cooperating teacher, and the faculty field advisor to document and analyze the professional abilities that you will be developing this semester.

LEARNING OBJECTS:

REQUIRED TEXTS:

**ADDITIONAL MATERIALS:**

**Readings Recommended**

**Highly Recommended**

**Websites and Databases**
Use the following links for lesson plans:

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

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

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


Professional Association Databases:
International Reading Association (IRA): The site gives access to its articles on teaching reading and research. Use their search engine for your lesson plans: [http://www.reading.org/](http://www.reading.org/)
Lesson plans at:  http://www.readwritethink.org/ and: Reading Online. An on-line journal of K-12 practice and research:  
http://www.readingonline.org/

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

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

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

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


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

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

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


Objectives

To fulfill the requirements of this course, you are expected to:
Fall 2016

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

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

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

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

5. Construct and implement a Constructive Action project that is integrated into your practicum.

6. Document and analyze the effectiveness of your Constructive Action and formulate long-range plans for other learning opportunities for students with and without exceptionalities including students whose primary language is not English.

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

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

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

**Teaching Practicum: Grades 1-3**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Attendance &amp; Lateness: 33 full school days*</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 1 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 2 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Formal Observation: Number 3 by Faculty Supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Candidates are required to accurately record attendance by maintaining a time-clock attendance card that they must submit at the end of the month. The time-clock card will be examined by the college field supervisor every time he or she visits the school. It is suggested that candidates take pictures of their time cards at the end of each week, and email those pictures to their field supervisor. Additionally candidates
must make copies of each time-clock card for their own records. No matter which school a candidate is assigned to, they are required to report before 8:00 am and leave no earlier than 3:00 pm each day.

Every time a candidate clocks in after 8:00 am, 1 percentage point will be deducted from the 25% attendance and lateness component of their overall grade. Candidates will be permitted no more than 2 absences during their 30-day student teaching placement. Upon the 3rd absence, 4 percentage points will be deducted from the 25% attendance and lateness component of their overall grade. Candidates must make up any days that are missed due to absence, and are required to make up an additional day if the total times of all of the lateness add up to more than 50 minutes, or candidate is late 5 times during their 30-day placement.

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

A lot of time and effort goes into scheduling formal observations, and as such if you must cancel an observation due to illness you must contact the field supervisor no later than 6:30 am via email and provide the field supervisor with a doctor’s note prior to next meeting. Failure to do so will result in a 5-percentage point’s deduction from the 25% formal observation component of their overall grade.

Candidates have the responsibility to contact both the school and the college supervisor of an absence or LATENESS. Failure to do so, can result in a lower overall grade

**If lateness is unavoidable due to a train delay, candidates must hand in a Subway Delay Verification form which can be acquired electronically on the link below:**
http://enterprise.mtanyct.info/DelayVerify/delayRequest.aspx

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

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>Examinations</td>
<td>ASSIGNMENTS OVERVIEW:</td>
</tr>
</tbody>
</table>

**Lesson Planning, Observations and the Constructive Action Project (CA):** You are required to prepare, teach and fully document 10* lesson plans during your student teaching experience, three of which will be observed and evaluated by the college field supervisor and the other 7, you will be evaluated by your cooperating teacher. One each should be in literacy, math and social studies. Follow the lesson plan outline, located at end of this handbook. However, you are expected to plan and teach more than 10* lessons, and that additional documentation is limited to your own field notes. These lessons and your Instructional
Decision-Making (CA Part III) and your Analysis of Student Learning (CA Part IV) form the basis for your CA. Planning and presenting lessons will gradually increase in scope and frequency across the student teaching period. Planning and practice teaching will be assessed through regular conferences and evaluations with your cooperating teacher and your faculty supervisor. Carefully follow the syllabus, the CA Outline, and rubrics, for these instructions from the criteria for the Seminar grade.

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

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

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

Purposes 2 – Purpose Seminar

Class Sessions

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

In the edTPA you will be asked to plan for a Learning Segment that is a series of 3-5 integrated lessons within a larger curricular unit that is to be planned using Understanding by Design guidelines. (See Moore, Chapter 6)

SE ROUTINE: As you write your CA/edTPA Task (since you will be following the edTPA Elementary ed handbook Commentary and answering the same) – you will post your Commentary to the weekly discussion forum. Within the discussion forum, each person will
post 1 GLOW and 1 GROW suggestion for the person to improve their writing. Use the appropriate corresponding edTPA rubric as a guide to determine said GLOW and GROW. THIS IS PART OF YOUR OVERALL PARTICIPATION AND PROFESSIONALISM GRADE.

Session #1 (1/12/19): Introduction to the course: purposes, themes, and requirements; examining, designing, and planning for instruction.

***On-Campus Session***
Review of required texts and academic requirements, reading, and writing tips.
Overview of Constructive Action (CA) document outline, noting similarities and differences between Purpose 1 and Purpose 2.
Discussion of lesson plan format, noting similarities and differences between Purpose 1 and Purpose 2
beginning drafting of Parts I A.

Session #2 (1/19/19):

**Assignment due this session:**
CA Part 1A

- Watch: Dr. Bullmaster-Day’s Concept-Based Learning EDSE604 [https://www.youtube.com/watch?v=889coITA2RU](https://www.youtube.com/watch?v=889coITA2RU)

Read the additional Chapters from Chappuis, J.; Stiggins, R.; Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well.* (Second Edition). New York: Pearson which will be provided by me to be downloaded directly from Moodle.

Read the edTPA Elementary Ed Handbook and take annotated notes. Arrange to have a virtual meeting with your classmates to decide who will be responsible for each part of the test and post a synopsis of your plan on the discussion forum. SEE MOODLE FOR REMARKS ON HOW TO PROCEED WITH THIS PROJECT.

Designing a test from the edTPA Elementary Ed Book:
you will create, administer, analyze, re-administer, and re-analyze a selected-response test on the contents of the edTPA Elementary Education Handbook. In order to create this test, you must think of yourself as teaching the handbook’s content to your colleagues. The purpose of this project is two-fold:

a. You will gain important experience in the complex process of designing an excellent selected-response test.

b. You will gain intimate familiarity with what will be expected of you as a new teacher on the edTPA performance assessment that you will complete for your initial teacher certification.

Steps for completing the Assignment:

1. After reading Chapter 5 of the textbook (I will be providing copies of the chapters) and after reading the edTPA Handbook, create a selected-response test of 20 items on the content of the edTPA Handbook and post it to your discussion group:

   a. Identify at least 4 learning targets (Knowledge or Reasoning Targets) to be assessed in relation to the content of the edTPA Handbook.

   b. Develop 3 - 6 selected-response items for each learning target, according to the guidelines presented in Chapter 5 [e.g., if you did create 6 items for each of 4 learning targets, your test would have 24 total items. This means that you do not have to create 6 items for each target, but your test does need to have at least 20 items total]. Include at least 2 of each of the kinds of items; multiple choice, true/false, matching, and fill in the blank [in the whole test. In other words, among your 20 items, there must be at least 2 of each of the 4 different types of items].

   c. Remember to create an answer key for yourself – don’t post that.

2. By the end of Session 7, take the test of the other group and post them back to your Discussion Group. Take this as a CLOSED BOOK test. Don’t worry – your score has nothing to do with your grade in this course. This is a test-construction learning exercise, and it will also give you a gauge as to how familiar you are becoming with the expectations of the edTPA. Provide suggestions for how at least 3 items of each of the 2 candidates’ tests you took could be improved.

3. By the end of Session 8, score and analyze the results of the test you created. You may notice ways in which some of your test items could be improved. Use this information, along with suggestions you received from the test takers and your Instructor, to revise your Selected Response test and submit your revised test for grading and Instructor Feedback.

Grading Rubric: Selected-Response Test

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>Points Earned/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
<td>Test is appropriately organized according to at least 4 Knowledge and/or Reasoning Learning Targets that fit criteria for Learning Targets as presented in Chapter 3.</td>
<td>Test is appropriately organized according to at least 3 Knowledge and/or Reasoning Learning Targets that fit criteria for Learning Targets as presented in Chapter 3.</td>
<td>Knowledge and/or Reasoning Targets do not fit criteria for Learning Targets as presented in Chapter 3.</td>
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<td></td>
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<tr>
<td><strong>Multiple-Choice Items</strong></td>
<td>Test includes at least 2 multiple-choice items that are consistent with the criteria presented in Chapter 5.</td>
<td>Test includes at least 1 multiple-choice items that are consistent with the criteria presented in Chapter 5.</td>
<td>Multiple-choice items are not consistent with the criteria presented in Chapter 5.</td>
<td></td>
</tr>
<tr>
<td><strong>True/False Items</strong></td>
<td>Test includes at least 2 true/false items that are consistent with the criteria presented in Chapter 5.</td>
<td>Test includes at least 1 true/false items that are consistent with the criteria presented in Chapter 5.</td>
<td>True/false items are not consistent with the criteria presented in Chapter 5.</td>
<td></td>
</tr>
<tr>
<td><strong>Matching Items</strong></td>
<td>Test includes at least 2 matching items that are consistent with the criteria presented in Chapter 5.</td>
<td>Test includes at least 1 matching items that are consistent with the criteria presented in Chapter 5.</td>
<td>Matching items are not consistent with the criteria presented in Chapter 5.</td>
<td></td>
</tr>
<tr>
<td><strong>Fill-in-the-Blank Items</strong></td>
<td>Test includes at least 2 fill-in-the-blank items that are consistent with the criteria presented in Chapter 5.</td>
<td>Test includes at least 1 fill-in-the-blank items that are consistent with the criteria presented in Chapter 5.</td>
<td>Fill-in-the-blank items are not consistent with the criteria presented in Chapter 5.</td>
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</tr>
<tr>
<td><strong>Timeliness and Mechanics</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Test is posted on time and is free of grammatical and typographical errors</td>
<td></td>
</tr>
</tbody>
</table>
Observing and analyzing the teaching-learning process.
A copy of the receipt for registering for the EAS exam will be collected.
In-class discussion of assigned readings.
In-class discussion of student teaching.
In-class discussion of Study Group (3 students), In-class work selecting and describing 3 students (IEP, ELL, and a struggling learner) using Part I D 2 of the CA outline.
In-class drafting of Outline for Study Group.
Discussion of Implementation Logs included in Part VII of the CA document.

Session #3 (1/26/19)
Analyzing the Teaching and Learning Process

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

Assignment due this session:
1. CA Part Ib, Ic,Id
2. CA part IIa, IIIa, IVa
3. CT completes Proficiencies Evaluation Form.
4. edTPA Curriculum Unit Part I
5. Assessment Compendium Part I
7. Groups work on the edTPA selected response test
Session #4 (2/2/19):

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

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

Session #5 (2/9/19):
**Assessing Teaching and Learning**
In-class discussion of criteria for Student Work Samples.
In-class analysis of a student work sample applying the specific guidelines. (Bring samples to class)

**Assignment due this session:**
- CA part Va, VIa, VIIa.
- Completed non observed lesson plan (CA part IVd)
- Completed non observed reflection for (CA part VIIId and VIIe)
- Assessment Compendium Part II

Read Goethals, Chapter 11: “Assessing student learning and communicating learning” focusing especially on pp. 143-153 and Chapter 13: “Reflecting on and evaluating teaching” focusing especially on pp. 177-186.
- Groups work on the edTPA selected response test

Session #6 (2/16/19)
Accommodating Diversity

Analysis of a student work sample applying the specific guidelines. (Bring sample to class)
Discussion of assigned readings.
Discussion of student teaching.
Focus Student Collaboration Chart – edTPA book Task 1 2a, b, 3a-c, 5a, b Task 3 1b, c (the chart)

Groups will work on their edTPA selected response test

Assignment due this session:
1. Note: Students are advised to complete two (2) of the required but not-observed lesson plans, implementations and reflections this week.

Session #7 (3/23/19):
The Learning Climate

Analysis of two student work samples applying the specific guidelines.

Assignment due this session:
1. 1) CA part IIb, IIIb, IVb
2. Completed non observed lesson plan (CA part IVf)
3. edTPA Curriculum Unit Part II
1. NOTE: students are advised to complete three (3) of the required but not-observed lesson
2. Read Goethals, Chapter 9: “Creating a learning climate” focusing especially on pp. 113-121 and Chapter 10: “Maintaining the learning climate” focusing especially on pp. 120-136.
3. Groups will administer their edTPA selected response test and the results will be posted on the discussion board

Session #8 (3/2/19):
Reflecting On Teaching

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

**Assignment due this session:**
- CA part Vb, VIb, VIIb
- Completed non observed lesson plan (CA part IVg)
- Completed non observed reflection for (CA part VIIf and VIIg)
- CA part IIc, IIIc, IVc
  - Assessment Compendium Part III
  - edTPA Curriculum Unit Part III

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

**Session #9 (3/9/19):**
**Integrating Technology and Assistive Technology**
In-class discussion of assigned readings.
Workshop integrating assistive technology
In-class drafting of Early Literacy Experience Reflection.

**Assignment due this session:**
1. CA part Vc, VIc, VIIc
2. Completed non observed reflection for (CA part VIIf and VIIg , VIIh)
3. Assessment Compendium Part IV & V

1. **Fall and Spring semester only:**
   1. Completed non observed lesson plan (CA part IV I and IV j).
   2. Completed non observed reflection for (CA part VII I and VIIj)

Read Goethals, Chapter 5: “Integrating technology into teaching and learning” focusing especially on pp. 60-66.

**Session #10 (3/16/19):**
**Toward Professional Development**
In-class discussion of assigned readings.
CA Rubric review and in class editing of CA draft
Assignment due this session:
- FINAL DRAFT edTPA CA
- FINAL DRAFT constructive action due
- FINAL PROJECT DUE: Assessment Compendium

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

Session #11 (3/23/19)

Collaboration

In-class discussion of assigned readings.
editing with rubric begins

Assignment due this session:
- NEXT WEEK: Final EDTPA Curriculum Unit & Final CA Due
- Read Goethals, Chapter 12: “Collaborating with colleagues, parents, and community” focusing especially on pp. 161-171.

Session #12 (3/30/19):
Coming Down the Home Stretch

Peer editing continues. Completed peer rubric and self-assessed rubric to be completed

Assignment due this session:
- FINAL PROJECT DUE: edTPA Curriculum Unit Plan
• FINAL PROJECT DUE: Constructive Action
• Final must be presented in a Binder (refer to sample)

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

Session #13 (4/6/19):
Setting Future Goals and Expectations

Prepare a Power point presentation on your experience during student teaching

Session#14 LAST DAY OF CLASS (4/13/19)
Review of CA Effective Teaching

Power point presentations
Final reflections on semester and introduction to edTPA exam

Other online sessions will be determined and discussed in class to match other online sessions given in other classes.
Constructive Action (CA) Document

Purpose 2: Teaching Effectively

CA Document Description:

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

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

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

**Front Matter**:

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

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

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

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

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

PLEASE NOTE THE CORRESPONDING edTPA ELEMENTARY LITERACY BOOK PAGES WHICH CORRESPOND TO THAT SPECIFIC SECTION OF THE CONSTRUCTIVE ACTION ARE HIGHLIGHTED IN YELLOW.

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

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

See edTPA book page 52

Characteristics of the School. Describe the characteristics of the school and specific programs that are related to your classroom. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:
- Proportions of ethnic groups and recent immigrants
- Proportions of students who are eligible for free lunch
- Average classroom size
- Testing programs and schedule
- Programs which may include collaborations and or services with external agencies.

Characteristics of the Classroom. Describe how the classroom learning environment supports or constrains learning and teaching. With APA-cited references to knowledge gained in your dimension courses, consider discussing the following:
- Room arrangement
- Display of student’s work
- Daily/Weekly class schedules
- Times and subjects for all weekly prep periods
- Routines
- Classroom management techniques
- How well the students follow these routines
- Available curriculum resources and technology (also assistive technology)
- Observations of your cooperating teacher’s teaching
- Classroom setting and routines affected and shaped by the lessons
- Examples of teacher centered/child centered lessons


APA-cited references to knowledge gained in your dimension courses, consider discussing the following:
- Children and family’s strengths
- Differences may affect learning and teaching
Ratio of boys/girls
Diversity of ethnic and cultural heritages
Languages spoken at home
Financial resources and constraints
Level of parent involvement
Conduct interview with parent coordinators and parents themselves if possible
Depth of parent involvement in the school on the daily homework response and drop off/pick up times
Parent programs purpose and implementation
Open School evenings/afternoons, parent-teacher conferences, learning leaders, curriculum workshops for parents, PTA meetings, school leadership team

Academic Considerations


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

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

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

- Strengths and areas for growth specifying initial skill levels in reading, writing and math, to establish a base line that you will refer to at the close of the semester. Include Observation data from a Small Group activity as well as student data from an Interview. This initial data will be used in the Pre-Post Group Summary table in Part VI.
- 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.
- With your cooperating teacher, describe students’ level of prior knowledge needed in order to teach your instructional unit.

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

TWS Standard: The Teacher candidate sets significant, challenging, varied and appropriate learning goals.

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

For edTPA purposes, the “performance” verb should take the form of a Language Function (e.g. the students will “analyze . . .,” “identify . . .,” “describe . . .,” or “explain . . .”). In edTPA, the whole statement of instructional objectives is called a Key Learning Task.

In the planned lesson, will you have to include instruction in other kinds of Language Demands, e.g. discourse, syntax, vocabulary, etc? Determine a mini ELA unit based on either Comprehension or composing.

Learning Goal and Instructional Objective for first ELA Lesson

Learning Goal and Instructional Objective for second ELA Lesson

Learning Goal and Instructional Objective for third ELA Lesson

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

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

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

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

   - Reading, writing, and/or math data collected;
   - Prior prerequisite knowledge;
   - Development and/or learning theory;
4 – Each objective must be aligned with national, state, and Common Core standards. State why your objectives incrementally lead your students to achieving the learning goals and ultimately the standards expected of them.

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


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

c plans for both informal and formal assessments. The assessment should provide opportunities for students to demonstrate

- **Aural fluency**

assessment planning for first ELA Lesson
assessment planning for the second ELA lesson
assessment planning for the third ELA lesson

**will be the first 3 lessons of a 6-8 unit you are writing**

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

1 - Assessments must be aligned with learning goals and instructional objectives. List and describe all formal assessments used (including formative and summative assessment).
2 - Assessments must be clear. Include an example of your “mastery” expectation for each lesson. In other words, what will you expect students to be able to do at the very end of the lesson? Create a rubric for your final assessment and include it in your CA document.
3 - The assessment plan must include multiple, developmentally appropriate assessment modes. List and describe all informal assessments used within each lesson. With APA-cited references to knowledge gained in your
dimension courses, consider discussing the following:
- Questioning strategies
- Differentiation strategies
- Non-verbal signal continuity strategies
- Walking around to monitor work

4 - Assessments must measure **actual student learning**
Include a rationale as to why you are using each assessment to accurately measure the learning objective. Any prompts, directions, procedures should be written on each assessment.
5 - Describe all instructional **adaptations or modifications** made to each for student.

**Part IV – Lesson Planning/Designs for Instruction**

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

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

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

- Lesson plan for the first lesson-ELA
- Lesson plan for the second lesson-ELA
- Lesson plan for the third lesson-ELA
- Lesson plan for the fourth lesson-Math
- Lesson plan for the fifth lesson-Health Education
- Lesson plan for the sixth lesson-Math.
- Lesson plan for the seventh lesson-Science
- Lesson plan for the eighth-Social Studies

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

**Guidelines for completing Part IV.** Each of the above Ten (eight lesson in summer semester) plans must include the following features that appear on the TWS/CA document evaluation rubric:

1 – All learning activities, assignments and resources must be **aligned with the stated goals.**
Organize all MCNY lesson plans by learning goal.
MCNY edTPA LESSON PLAN OUTLINE

Name: ___________________________________ Date: ____________________

1. Subject:
2. Lesson Plan Title
3. Central Focus: (Comprehension OR Composing)
4. Students’ Personal interests/Cultural/Community Assets:
5. Essential Literacy Strategy
6. Language Function: Choose one from Bloom's Taxonomy
7. Reading/writing connection
8. Language Demands: Related skills:
   Academic Vocabulary
   Syntax and/or
   Discourse
9. Common Core Standards: (include numbers and related text)
10. Instructional Learning Objectives: Observable and measurable
11. Key Learning Task
12. Differentiated Accommodations, modifications, and supports (Universal Design For Learning)
   a. Whole class and/or
   b. Groups
   c. Focus students: (Classified, ELL, Struggling or Gifted)
1.  
2.  
3.  
4.  

13. Formal and/or informal Formative Assessment:
   a. Whole class
   b. Groups
   c. Focus students: 1, 2, 3, 4.

13. Closing Activity:

14. Instructional Resources and Materials:

When writing your lesson please keep in mind:

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

"Teacher explanation" in each section of each lesson plan is:

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

Objective integrate Bloom’s Taxonomy.

Objective, formative assessment, and instructional activities are aligned

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

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

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

- Differentiated instructional strategies are listed and described for each “group characteristic”.
- Diagnostic and formative assessment data justifies starting point of unit.

"Teacher explanation” activates prior knowledge
Grouping strategies based on student needs

Various types of focused and essential questions

- Lessons should demonstrate the use of technology including assistive technology (when applicable) that contributes to student learning:
  - Each lesson should use at least one of the following:
    - Smartboard
    - Assistive Technology (when applicable)
    - PowerPoint
    - Word Processor
    - Internet (i.e.: websites, instructional videos, etc.)

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

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

Instructional decision-making for the first ELA lesson
Instructional decision-making for the second ELA lesson
Instructional decision-making in the third ELA lesson

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

- 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.


1. With APA-cited references to knowledge gained in your dimension courses, describe the modifications of you made during the lesson to address individual student needs. This description should include the following:
   - Video time of instructional modification
   - Identification and analysis of behavior
   - What you did to address behavior
you believed those actions would help that student

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

Suggested length: 3-4 pages

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

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

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

1 – The analysis of student learning must be carefully and comprehensively presented.
2 - For each lesson provide a comprehensive profile of student learning for the whole group, for the smaller study group (ex: high preforming students), and three individual students (study group students). Include a paragraph description of their overall performance.
3 - Draw conclusions based on the data. With APA-cited references to knowledge gained in your dimension courses, consider addressing the following questions:
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: Use diagnostic and summative assessments, excel spreadsheet or word table to show
Part VII – Reflections and Response. TWS Standard *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

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

Reflections on the first ELA lesson
Reflections on the second ELA Lesson
Reflections on the third ELA Lesson
Reflections on the fourth lesson-Math
Reflections on the fifth lesson-Health Education
Reflections on the sixth lesson-Math.
Reflections on the seventh lesson-Science
Reflections on the eighth-Social Studies

To be completed in the fall and spring semester (not during the summer semester)

I - Reflections on the ninth lesson-ELA
Reflections on the tenth lesson-Math.

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

edTPA reflection questions: After the completion of each lesson, candidates are to complete the following reflection questions.

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

Let the following guide your thinking as you answer the above reflection questions
1 - For your **interpretation of student learning**, use evidence to support conclusions drawn in “Analysis of Student Learning” section. Why did some students not meet the learning goals? With APA-cited references to knowledge gained in your dimension courses, consider the following:

- Identify patterns of growth, problem-solving techniques and social habits that inhibited or fostered student growth. Provide highlights from specific examples from lessons, events, and/or student work samples.

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

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

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

Suggested page length: 2-3 pages

**Note: Assessment of the CA will be based on the **MCNY rubric** and not on the edTPA Rubric. Note the following:**

- **CA Part 1 Rubric: Contextual Factors = edTPA Task1**
- **CA Part 2 Rubric: Learning Goals = edTPA Task 1&2**
- **CA Part 3 Rubric: Assessment = edTPA Task 3**
- **CA Part 4 Rubric: Design of Instruction= edTPA Task 1&2**
- **CA Part 5 Rubric: Instructional Design Making= edTPA Task 3**
- **CA Part 6 Rubric: Analysis of Student Learning = edTPA Task3 & other lessons**
- **CA Part 7 Rubric = edTPA Task2& 5 other lessons (Math, Soc. St.,Sci.,Health, Art)**
### MCNY GENERAL LESSON PLAN OUTLINE

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: ________________</th>
</tr>
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<tbody>
<tr>
<td>1. <strong>Subject:</strong></td>
<td></td>
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<tr>
<td>2. <strong>Lesson Plan Title:</strong></td>
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<tr>
<td>3. <strong>Students' Personal interests/Cultural/Community Assets:</strong></td>
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<td>4. <strong>Central Focus:</strong></td>
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<td>5. <strong>Language Demands: Related Skills:</strong></td>
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<tr>
<td>a. Academic Vocabulary (Content And Instructional)</td>
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<td>b. Syntax (Grammar, Punctuation, Spelling)</td>
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<td>c. Discourse (Use Of Language Skills)</td>
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<tr>
<td>6. <strong>Standards:</strong> (Include Numbers And Related Text)</td>
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<td>7. <strong>Instructional Learning Objectives:</strong> Observable And Measureable</td>
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<td>8. <strong>Key Learning Task:</strong></td>
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<tr>
<td>9. <strong>Differentiated Accommodations, Modifications, And Supports and Universal Design For Learning Strategies</strong></td>
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<tr>
<td>a. <strong>Whole Class</strong></td>
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<td>b. <strong>Groups</strong></td>
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<tr>
<td>c. <strong>Individual Students:</strong> (Classified, ELL, Struggling or Gifted)</td>
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<tr>
<td>10. <strong>Formal and Informal Formative Assessment:</strong></td>
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</tbody>
</table>
1. Whole Class
   a. Groups
   b. Individual Students ( Classified, Ell, Or Struggling)

11. Closing Activity:

12. Instructional Resources And Materials:

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**MCNY SEGMENT PLAN OUTLINE**

Name: ___________________________ Date: __________________

1. Subject:
2. Unit Plan Title:
3. Segment Plan Title:
4. Pre-assessment of Students Knowledge and Skills:
5. Students’ Personal interests/Cultural/Community Assets:
6. Central Focus: (Comprehension OR Composing)
7. Essential Literacy Strategy
8. Language Function: Choose one from Bloom’s Taxonomy
9. Reading/writing connection
10. Language Demands: Related skills:
11. Common Core Standards: (include numbers and related text)
12. Instructional Learning Objectives: Observable and measurable
13. Key Learning Task(s) 3 to 5 lessons involving reading and or writing and/or listening and/or speaking
   Lesson 1 Title ___________________________________________
   Lesson 2 Title ___________________________________________
   Lesson 3 Title ___________________________________________
   Lesson 4 Title Optional____________________________________
   Lesson 5 Title Optional____________________________________
14. Differentiated Accommodations, modifications, and supports (Universal Design For Learning)
a. Whole class
b. Groups
c. 4 Focus students: (Classified, ELL, Struggling or Gifted)

14. Formal and informal Formative Assessment:
   a. Whole class and/or
   b. Groups
   c. Focus students: 1, 2, 3, 4.

17. Closing Activities:
   18. Instructional Resources and Material

MCNY edTPA LESSON PLAN OUTLINE

Name: __________________________________________ Date: ___________________

1. Subject:
2. Lesson Plan Title
3. Central Focus: (Comprehension OR Composing)
4. Students’ Personal interests/Cultural/Community Assets:
5. Essential Literacy Strategy
6. Language Function: Choose one from Bloom’s Taxonomy
7. Reading/writing connection
8. Language Demands: Related skills:
   Academic Vocabulary
   Syllable and/or
   Sentence
9. Common Core Standards: (include numbers and related text)
10. Instructional Learning Objectives: Observable and measurable
11. Key Learning Task
12. Differentiated Accommodations, modifications, and supports (Universal Design For Learning)
   a. Whole class and/or
b. Groups
c. Focus students: (Classified, ELL, Struggling or Gifted)

1. 
2. 
3. 
4. 

13. Formal and/or informal Formative Assessment:
   a. Whole class
   b. Groups
   c. Focus students: 1, 2, 3, 4.

13. Closing Activity:

14. Instructional Resources and Materials:

4 to 6 WEEK MCNY UNIT PLAN OUTLINE

Name: ________________________________ Date: ____________________

1. Subject: ___________________________________________________________________
2. Unit Plan Title: ___________________________________________________________________
3. Pre-assessment of Students Knowledge and Skills: ___________________________________________________________________
4. Students' Personal interests/Cultural/Community Assets: ___________________________________________________________________
5. Central Focus: (Comprehension OR Composing)
6. Language Demands: Related skills:
   - Academic Vocabulary
   - Syntax and/or
   - Discourse
7. Standards
8. Learning Objectives:_________________________________________________________________
9. Segments

SEGMENT 1 TITLE ___________________________________________________________________
10. Differentiated Accommodations, modifications, and supports (Universal Design For Learning)
   a. Whole class and/or
   b. Groups
   c. Focus students: (Classified, ELL, Struggling or Gifted)
      1.
      2.
      3.
      4.

11. Formal and informal Formative Assessments:
    a. Whole class
    b. Groups
    c. Focus students 1, 2, 3, 4
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>Purpose 2 Draft 1</th>
<th>*Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose 3 Draft 2</td>
<td>Final</td>
</tr>
</tbody>
</table>

Candidate____________________________

Purpose _______ Semester _______ Grade______
Evaluator_____________________________ Date______________________________

<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</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>
### 2. PRE ASSESSMENT

**edTPA:** 2, 10  
**CAEP:** 1.1, 1.3, 1.4  
**inTASC:** 1, 6  
**CEC:** 1, 4, 7

<table>
<thead>
<tr>
<th><strong>BELOW PROFICIENCY</strong></th>
<th>Pre assessment reflects little data relative to each student’s prior knowledge of the Essential Literacy Strategy, related skills or learning styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHING PROFICIENCY</strong></td>
<td>Pre assessment reflects data relative to each student’s prior knowledge of the Essential Literacy Strategy or related skills.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>Pre assessment reflects data relative to each student’s prior knowledge of the Essential Literacy Strategy and related skills.</td>
</tr>
<tr>
<td><strong>EXCEEDS PROFICIENCY</strong></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

<table>
<thead>
<tr>
<th><strong>BELOW PROFICIENCY</strong></th>
<th>Pre assessment determines which students are English Language Learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHING PROFICIENCY</strong></td>
<td>Pre assessment determines two levels of English Language Learning</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>Pre assessment determines three levels of English Language Learning.</td>
</tr>
<tr>
<td><strong>EXCEEDS PROFICIENCY</strong></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.

<table>
<thead>
<tr>
<th><strong>BELOW PROFICIENCY</strong></th>
<th>Provides a vague description of the interests, culture, and community of the entire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHING PROFICIENCY</strong></td>
<td>Provides a general description of each student’s personal interests, culture, and community.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>Provides a specific description of each student’s personal interests, culture, and community.</td>
</tr>
<tr>
<td><strong>EXCEEDS PROFICIENCY</strong></td>
<td>Determines each student’s personal interests, culture, and community and summarizes data for the entire class, groups</td>
</tr>
<tr>
<td></td>
<td>edTPA: 1, 2, 3, 6</td>
</tr>
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<td>---------------------------</td>
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</tr>
<tr>
<td><strong>5. CENTRAL FOCUS</strong></td>
<td></td>
</tr>
<tr>
<td>BELOW PROFICIENCY</td>
<td>Chooses both</td>
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<tr>
<td></td>
<td>Comprehension and</td>
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<td></td>
<td>Composing or</td>
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<td></td>
<td>mentioned neither</td>
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<td>one.</td>
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<tr>
<td><strong>6. ESSENTIAL LITERACY</strong></td>
<td></td>
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<tr>
<td>STRATEGY</td>
<td>Vaguely describes</td>
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<tr>
<td></td>
<td>the teaching of</td>
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<td></td>
<td>more than one</td>
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<td></td>
<td>Essential</td>
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<td></td>
<td>Literacy Strategy</td>
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<td></td>
<td>to improve</td>
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<td></td>
<td>Comprehension or</td>
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<tr>
<td></td>
<td>Composing.</td>
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<tr>
<td><strong>7. LANGUAGE FUNCTION</strong></td>
<td></td>
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<tr>
<td>BELOW PROFICIENCY</td>
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<td></td>
<td>Vaguely describes</td>
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<td></td>
<td>the type of</td>
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<td>Comprehension or</td>
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<td>Composing.</td>
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<tr>
<td>APPROACHING</td>
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<tr>
<td>PROFICIENCY</td>
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<td></td>
<td>Vaguely describes</td>
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<td>an Essential</td>
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<td></td>
<td>Literacy Strategy</td>
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<td>to improve</td>
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<td>Comprehension or</td>
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<td>Composing.</td>
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<tr>
<td>PROFICIENT</td>
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<td></td>
<td>Describes an</td>
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<td></td>
<td>Essential Literacy</td>
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<td></td>
<td>Strategy to</td>
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<td>improve Comprehension or</td>
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<td>Composing.</td>
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<td>EXCEEDS PROFICIENCY</td>
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<tr>
<td></td>
<td>Clearly describes</td>
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<td>the Essential</td>
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<td></td>
<td>Literacy Strategy</td>
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<td></td>
<td>and how it will</td>
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<td></td>
<td>improve</td>
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<td></td>
<td>Comprehension or</td>
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<td>Composing.</td>
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<tr>
<td>EdTPA: 4</td>
<td>CAEP: 1.1, 1.2, 1.3, 1.4, 1.5</td>
</tr>
<tr>
<td>________</td>
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</tr>
<tr>
<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>
</tr>
</tbody>
</table>

8. LANGUAGE DEMANDS:

**RELATED SKILLS/ACADEMIC VOCABULARY**

**BELOW PROFICIENCY**

Selects limited or irrelevant vocabulary and/or does not distinguish between content versus instructional vocabulary.

**APPROACHING PROFICIENCY**

Selects appropriate academic vocabulary, but is limited to only content OR instructional vocabulary.

**PROFICIENT**

Selects academic vocabulary that reflects both content and instructional vocabulary, but does not teach it throughout the segment.

**EXCEEDS PROFICIENCY**

Selects academic vocabulary that reflects both content as well as instructional vocabulary and teaches it throughout the segment.
NOTE: Candidates must include academic vocabulary, but may also choose syntax and/or discourse.

<table>
<thead>
<tr>
<th>9. LANGUAGE DEMANDS: Related Skills - SYNTAX (Optional)</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>edTPA: 4 CAEP: 1.1, 1.3, 1.4 inTASC: 1, 2, 4, 6, 7, 8 CEC: 1, 3, 4.5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. LANGUAGE DEMANDS: Related Skills - DISCOURSE (Optional)</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING 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 communication skills using academic language in activities requiring written OR spoken discourse.</td>
<td>- Plans engage students in limited discourse activities designed to enhance their communication skills using academic language in activities requiring written OR spoken discourse.</td>
<td>- Plans engage students in discourse activities designed to enhance their use of academic language to communicate and construct knowledge by using academic language by participating in activities requiring written OR spoken discourse as it relates to learning to apply the essential literacy strategy.</td>
<td>- Plans engage students in discourse activities designed to enhance their use of language to communicate and construct knowledge by using academic language by participating in activities requiring written AND spoken discourse throughout the segment as it relates to learning to apply the essential literacy strategy.</td>
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<tr>
<td>11. READING/Writing CONNECTION</td>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
<td>EXCEEDS PROFICIENCY</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-------------------------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>edTPA: 4</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 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>
</tr>
<tr>
<td>CAEP: 1.1, 1.2, 1.3, 1.4</td>
<td>inTASC: 1,2,4,6,7,8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC: 1,3,4,5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. STANDARDS</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or National standards are not included or are not connected to teaching</td>
<td>State or National standards are connected to</td>
<td>State or National standards are appropriate and clearly connected to teaching</td>
<td>State or National standards are appropriate and clearly connected to teaching the Essential Literacy Strategy,</td>
<td></td>
</tr>
<tr>
<td>edTPA: 1</td>
<td>CAEP: 1.1, 1.2, 1.3, 1.4</td>
<td>inTASC: 1,2,4,6,7,8</td>
<td>CEC: 1,3,5</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2016
<table>
<thead>
<tr>
<th>edTPA: 1</th>
<th>the Essential Literacy Strategy and Related skills.</th>
<th>teaching the Related skills.</th>
<th>the Essential Literacy Strategy.</th>
<th>Related Skills. Unrelated words have been omitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 1</td>
<td>CAEP: 1.1, 1.2, 1.3, 1.4</td>
<td>inTASC: 1, 2, 4, 6, 7</td>
<td>CEC: 3, 5</td>
<td></td>
</tr>
</tbody>
</table>

### 13. OBJECTIVES

<table>
<thead>
<tr>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENT</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are not included or are inappropriately written and not connected to teaching the Essential Literacy Strategy and Related Skills.</td>
<td>Objectives are written but not all are connected to teaching the Essential Literacy Strategy and Related Skills. Vague terminology is used to describe outcomes.</td>
<td>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 measurable.</td>
<td>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 measurable.</td>
</tr>
</tbody>
</table>

**NOTE:** Candidates must include three to five lesson plans. The fourth and fifth lessons are optional.
### 14. KEY LEARNING TASKS

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

### 15. INTEGRATION OF STUDENTS PERSONAL INTERESTS, CULTURE, AND COMMUNITY.

<table>
<thead>
<tr>
<th>edTPA: 2, 3, 6</th>
<th>CAEP: 1.1</th>
<th>inTASC: 2, 7</th>
<th>CEC: 1,2,6,7</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
<td>EXCEEDS PROFICIENCY</td>
</tr>
<tr>
<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>
<tr>
<td>BELOW PROFICIENCY</td>
<td>APPROACHING PROFICIENCY</td>
<td>PROFICIENT</td>
<td>EXCEEDS PROFICIENCY</td>
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</tr>
</tbody>
</table>
### 16. ACADEMIC LANGUAGE

| edTPA: 2, 14, 15  
| CAEP: 1.1, 1.3, 1.4  
| inTASC: 1, 2, 3, 6, 7, 8  
| CEC: 1, 3, 4, 5 |

The segment plan reflects for the teaching of academic language to four focus students.

The segment plan reflects for the teaching of academic language to the whole class.

The segment plan reflects for the teaching of academic language to selected groups and four focus students.

The segment plan reflects for the teaching of academic language to the whole class, groups, and four focus students. This includes modeling, engagement in activities, and opportunities to use academic language.

### 17. DEEPENS STUDENT KNOWLEDGE

| edTPA: 8 |

| BELOW PROFICIENCY |
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. |

| APPROACHING PROFICIENCY |
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. |

| PROFICIENCY |
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 four focus students. |

| EXCEEDS PROFICIENCY |
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, groups, and four individual focus students |
### 18. PROVIDES UNIVERSAL DESIGN FOR LEARNING STRATEGIES

<table>
<thead>
<tr>
<th>CAEP: 1.1, 1.2, 1.3, 1.4, 1.5 inTASC: 4, 5, 8 CEC: 1, 3, 4, 5</th>
<th>Provides minimal use of universal design for learning strategies for some students.</th>
<th>Provides minimal use of universal design for learning strategies for many students.</th>
<th>Provides satisfactory use of universal design for learning strategies for many students.</th>
<th>Provides extensive use of universal design for learning strategies for the entire class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 9 CAEP: 1.1, 1.2, 1.3, 1.4 inTASC: 1, 7, 8 CEC: 1, 3, 4</td>
<td>Provides minimal use of universal design for learning strategies for some students.</td>
<td>Provides minimal use of universal design for learning strategies for many students.</td>
<td>Provides satisfactory use of universal design for learning strategies for many students.</td>
<td>Provides extensive use of universal design for learning strategies for the entire class.</td>
</tr>
</tbody>
</table>

### 19. DIFFERENTIATED ACCOMMODATIONS, MODIFICATIONS AND SUPPORTS

#### BELOW PROFICIENCY
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.

#### APPROACHING PROFICIENCY
Segment planning reflects differentiated instruction for the whole class and four focus students. Differentiation includes the need for accommodations and modifications from the pre assessment and formative assessments. They are not used consistently throughout the segment.

#### PROFICIENT
Segment planning reflects differentiated instruction for the whole class and/or groups, and/or four focus students. Differentiation is based on pre assessments plus informal and formals assessments. They are used throughout the segment for both instruction and assessment.

#### EXCEEDS PROFICIENCY
Segment planning reflects differentiated instruction and assessment for the whole class, groups, and four focus students. Differentiation is based on pre assessments plus informal and formals assessments. They are used throughout the segment for both instruction and assessment.
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Segment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA: 2, 14, 15</td>
<td></td>
</tr>
<tr>
<td>CAEP: 1.1, 1.2, 1.3, 1.4, 1.5</td>
<td></td>
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<tr>
<td>inTASC: 1, 2, 3, 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td>CEC:</td>
<td></td>
</tr>
</tbody>
</table>

**20. INFORMAL AND FORMAL FORMATIVE ASSESSMENTS.**

<table>
<thead>
<tr>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessments are integrated into the last lesson, but the use or purpose is ambiguous or vaguely related to the objectives of the segment.</td>
<td>Formative assessments are integrated in most of the lessons. The final assessment is independently demonstrated by each student in the last lesson.</td>
<td>Informative assessments are integrated into the segment and directly related to the objectives of the segment. Accommodations and modifications are used to ensure accurate assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessments are thoroughly and consistently integrated throughout the 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.</td>
</tr>
</tbody>
</table>

edTPA: 5, 11, 12, 13, 14, 15
CAEP: 1.1, 1.2, 1.4, 1.5
<table>
<thead>
<tr>
<th>21. 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>inTASC: 6,7,8 CEC: 1.3.4</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 learning to include the use of technology. The whole class is accommodated.</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 universal design for learning to include the use of individualized technology. Also lists citations for sources of materials not created by the candidate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. MODEL AND APPLY TECHNOLOGICAL STANDARDS</th>
<th>BELOW PROFICIENCY</th>
<th>APPROACHING PROFICIENCY</th>
<th>PROFICIENCY</th>
<th>EXCEEDS PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment uses and describes principles form research and/or</td>
<td>Segment uses principles form research and/or theory to support justification for teaching the Essential Literacy Strategy</td>
<td>Segment uses and cites principles form research and/or theory to support justification for</td>
<td>The candidate models and applies the use of technology by</td>
<td></td>
</tr>
</tbody>
</table>

edTPA: 9 CAEP:1.1,1.2,1.3, 1.4,1.5. inTASC: 5,6,7,8 CEC:3.5
**Fall 2016**

| edTPA: 9 | theory to support justification for teaching the Essential Literacy Strategy, Related skills, and use of supports for the whole class. | and Related skills for the whole class and groups. | teaching the Essential Literacy Strategy, and use of students interests, culture, community background for the whole class, and four focus students. | 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, groups, and four focus students. |
| CAEP: 1.2, 1.3, 1.4, 1.5 | inTASC: 1,7,8 | CEC: 1,7,8 | CEC: 1,2,7 |

### 23. SUPPORTING PEDAGOGICAL RESEARCH AND THEORY

| edTPA: 9 | 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. | 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. | 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. | Candidate uses and cites principles form research and/or theory to support justification for teaching the Essential Literacy Strategy, Related skills, and use of students interests, culture, community and supports for the whole class, groups, and four focus students. |
| CAEP: 1.2 | inTASC: 1,7,8 | CEC: 1,2,7 | | |
### 24. All Parts of the Segment Are Aligned with Each Other

<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: 1,2,3,4,5,6,7</th>
</tr>
</thead>
</table>

- Only a couple of sections are aligned with each other.
- Some parts of the segment are aligned with each other.
- Most parts of the segment are aligned with each other.
- All parts of the segment are successfully aligned with each other.

### 25 Pedagogical and Syntactical Writing Skills

<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: 1,5</th>
</tr>
</thead>
</table>

#### Below Proficiency_____

The written segment plan reflects the candidate’s ability to write an outline of the 3 to 5 lessons designed to teach the Essential Literacy strategy using inconsistent/below proficient use of proper grammar, punctuation and spelling.

#### Approaching Proficiency

The written segment plan reflects the candidate’s ability to write an outline of the 3 to 5 lessons designed to teach the Essential Literacy strategy approaching proficient use of grammar, punctuation and spelling.

#### Proficiency

The written segment plan reflects the candidate’s ability to write a clear description of 3 to 5 lesson plans and related pedagogical theories consistently using proper grammar, punctuation and spelling.

#### Exceeds Proficiency_____

The written segment plan reflects the candidate’s outstanding ability to outline 3 to 5 lessons and related information relative to pedagogical theories in the form of clear and precise grammar, punctuation and spelling.

---

**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:
Purpose 2 Constructive Action Assessment Rubric

Candidate_____________________________ Semester________________

Faculty________________________________ Date____________________

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

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

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
<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>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students (ACEI 3.1) (CEC 1)</strong></td>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student difference (e.g., development, interests, culture and linguistic diversity abilities, individuals with exceptionalities).</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>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning (ACEI 3.2) (CEC 1)</strong></td>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>Teacher candidate displays some general knowledge about the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>Teacher candidate displays satisfactory understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td>Teacher candidate displays comprehensive and in-depth understanding of the different ways students learn (e.g., learning styles, learning modalities) in order to individualize instruction.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students' Skills And Prior Learning (ACEI 1) (CEC 1)</td>
<td>Teacher candidate displays little or irrelevant knowledge of students’ skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.</td>
<td>Teacher candidate displays some general knowledge of students’ skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.</td>
<td>Teacher candidate displays satisfactory understanding of students’ skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.</td>
<td>Teacher candidate displays comprehensive understanding of students’ skills and prior learning in order to provide meaningful, culturally responsive, and challenging learning including students with exceptionalities.</td>
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</tr>
<tr>
<td>Implications for Instructional Planning and Assessment (ACEI 3.1) (CEC 4)</td>
<td>Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications.</td>
<td>Teacher candidate provides some general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher candidate provides satisfactory implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher candidate provides in-depth implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td></td>
</tr>
</tbody>
</table>
**Part II – Learning Goals and Instructional Objectives** *(The teacher candidate sets significant, challenging, varied and appropriate learning goals.)*

<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><strong>Significance, Challenge and Variety</strong> <em>(ACEI 3.1) (CEC 4)</em></td>
<td>Goals reflect only one type or level of learning and are neither significant nor challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.</td>
<td>Goals reflect several types or levels of learning and are either significant or challenging but not both, in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging in order to enhance the learning of critical thinking, problem-solving, and performance skills of students including those with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity</strong> <em>(ACEI 3.1) (CEC 4)</em></td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td><em>All</em> of the goals are clearly stated as learning outcomes and include the desired performance, product, conditions, and criteria.</td>
<td></td>
</tr>
</tbody>
</table>
### Appropriateness For Students (ACEI 3.2) (CEC 4)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below Proficiency</td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences, or student exceptionality.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Proficiency</td>
<td>Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences, and student exceptionality.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeding Proficiency</td>
<td>All goals are appropriate for the development, pre-requisite knowledge, skills, experiences, and student exceptionality.</td>
</tr>
</tbody>
</table>

### Alignment with National, State or Local Standards (ACEI 3.1) (CEC 3)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below Proficiency</td>
<td>Goals are not aligned with national, state or local standards.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Proficiency</td>
<td>Some goals are aligned with national, state or local standards.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeding Proficiency</td>
<td>All of the goals are explicitly aligned with national, state or local standards.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below Proficiency</td>
<td>Goals are not assessed through the assessment plan.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Proficiency</td>
<td>Some of the goals are <em>partially</em> assessed through the assessment plan.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Each of the goals is <em>satisfactorily</em> assessed through the assessment plan.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeding Proficiency</td>
<td>Goals are <em>comprehensively</em> assessed through the assessment plan.</td>
</tr>
<tr>
<td>Clarity of Criteria and Standards for Performance (ACEI 4, CEC 5)</td>
<td>The assessments contain no clear criteria for measuring student performance relative to the goals.</td>
<td>Assessment criteria and standards for performance have been developed, but they are not clear or are not explicitly linked to the goals.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Multiple Modes and Approaches (ACEI 4, CEC 5)</td>
<td>The assessment plan does not include a formal assessment.</td>
<td>The assessment plan is limited to one formal assessment mode.</td>
</tr>
<tr>
<td>Technical Soundness (ACEI 4, CEC 5)</td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
</tr>
</tbody>
</table>
### Adaptations Based on the Individual Needs of Students

**ACEI 3.2, CEC 4)**

<table>
<thead>
<tr>
<th>Rating</th>
<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>
<th>Score</th>
</tr>
</thead>
</table>

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

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

Numbers 1-11 are used for both CEC and ACEI Assessment #3 (Assessment of Candidate Ability to Plan Instruction).

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

- **Teacher candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.**
- **Teacher candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students including those with exceptionalities.**
- **Teacher candidate makes satisfactory adaptations to assessments that are appropriate to meet the individual needs of most students including those with exceptionalities.**
- **Teacher candidate makes comprehensive adaptations to assessments that are appropriate to meet the individual needs of all students including those with exceptionalities.**
<table>
<thead>
<tr>
<th>1. Materials and Technology including Assistive Technology, if applicable. (CEC 5.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests for the development and adaption of learning experiences of students with exceptionalities.</td>
</tr>
<tr>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests, and cultural/linguistic for the development and adaption of learning for the development and adaption of learning experiences of students with exceptionalities.</td>
</tr>
<tr>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests, and cultural/linguistic factors and fosters critical thinking factors for the development and adaption of learning for the development and adaption of learning experiences of students with exceptionalities.</td>
</tr>
<tr>
<td>Lists, describes and uses essential materials and assistive technology that considers abilities, interests, and cultural/linguistic factors, including monitoring for errors in oral and written language, and fosters critical thinking factors for the development and adaption of learning experiences of students with exceptionalities.</td>
</tr>
<tr>
<td><strong>2. Pre-assessment (CEC 5.4)</strong></td>
</tr>
<tr>
<td>3. Content-Specific Standard(s) (CEC 3.2)</td>
</tr>
</tbody>
</table>
### 4. Objectives (CEC 3.1)

| Learning objectives integrate affective, social, and academic life skills for students with and without exceptionalities. | Learning objectives integrate affective, social, and academic life skills including outcomes in social behavior for students with and without exceptionalities. | Learning objectives integrate affective, social, and academic life skills including learning progressions and outcomes with realistic expectations in social behavior for students with and without exceptionalities. | Learning objectives involve the individual and family to integrate affective, social, and academic life skills including learning progressions and outcomes with realistic expectations in social behavior for students with and without exceptionalities. |

### 5. Learning Environment (CEC 2.1)

| Teacher dominant design without active participation in individual and cooperative group activities. | Designs the learning environment for active participation in individual and cooperative group activities. | Designs the learning environment for active participation in individual and cooperative group activities, which support positive intra- and inter-cultural experiences. | Designs the learning environment for active participation in individual and cooperative group activities, which support positive intra- and inter-
<table>
<thead>
<tr>
<th>6. Role of paraeducator(s). (CEC 2.1)</th>
<th>No direct structure for the direct support of paraeducator(s) activities.</th>
<th>Structure for the direct support of paraeducator(s). Activities are not aligned to IEP goals.</th>
<th>Structure for the direct support of paraeducator(s), activities aligned to IEP goals.</th>
<th>Structure for the direct support of paraeducator(s), volunteer, and tutor activities aligned to IEP goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Introduction/Motivation. (CEC 2.2)</td>
<td>Warm-up and introduction connects previous knowledge with abilities and interests.</td>
<td>Warm-up and introduction connects previous knowledge with abilities and interests and encourages adaptation to the physical environment.</td>
<td>Warm-up and introduction connects previous knowledge with abilities and interests and encourages adaptation to the physical environment and active participation in individual and group activities.</td>
<td>Warm-up and introduction connects previous knowledge with abilities and interests, self-advocacy and encourages adaptation to the physical environment</td>
</tr>
<tr>
<td>8. Activities/Steps (CEC 5.5)</td>
<td>Planned individualized instruction, including reinforcement systems, aligned and sequenced with objectives for students with exceptionalities.</td>
<td>Planned individualized instruction, including reinforcement systems, aligned and sequenced with objectives, and models transition learning for students with exceptionalities.</td>
<td>Planned individualized instruction, including reinforcement systems, and behavior modifications that are aligned and sequenced with objectives, and models transition learning for students with exceptionalities.</td>
<td>Planned individualized instruction, including reinforcement systems, and behavior modifications that are aligned and sequenced with objectives, and models transition, career, and vocational learning for students with exceptionalities.</td>
</tr>
<tr>
<td>9. Closure (CEC 5.6)</td>
<td>Includes closure methods for students with exceptionalities.</td>
<td>Includes a variety of closure methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval in order to promote mastery for students with exceptionalities.</td>
<td>Includes a variety of closure methods including using responses and errors for feedback to strengthen and compensate for deficits in perception, comprehension, memory and retrieval in order to promote mastery for students with exceptionalities.</td>
<td>Includes a variety of closure methods including using responses and errors for feedback to strengthen and compensate for deficits in perception, comprehension, memory and retrieval in order to promote mastery for students with exceptionalities.</td>
</tr>
<tr>
<td>10. Assessment (CEC 4.1)</td>
<td>Uses formal and informal assessments.</td>
<td>Uses exceptionality-specific formal and informal assessments that minimize bias.</td>
<td>Uses exceptionality-specific formal and informal assessments that minimize bias requiring students with exceptionalities, and those from culturally and linguistically diverse backgrounds, to apply knowledge or demonstrate understanding of objectives.</td>
<td>Uses exceptionality-specific formal and informal assessments that minimize bias requiring students with exceptionalities, and those from culturally and linguistically diverse backgrounds, to apply knowledge or demonstrate understanding of objectives.</td>
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</tr>
<tr>
<td>11. Cultural and linguistic diversity integrated into the lesson (CEC 5.1)</td>
<td>Factors in the selection, development, and adaptation of learning experiences of students with exceptionalities are clearly explained and addressed.</td>
<td>Cultural and linguistic, factors in the selection, development, and adaptation of learning experiences of students with exceptionalities are clearly explained and addressed.</td>
<td>Cultural and linguistic, factors in the selection, development, and adaptation of learning experiences of students with exceptionalities are clearly explained, addressed, and met through the use of critical thinking and problem solving strategies.</td>
<td>Cultural and linguistic, and gender factors in the selection, development, and adaptation of learning experiences of students with exceptionalities are clearly explained, addressed, and met through the use of critical thinking and problem solving strategies.</td>
</tr>
<tr>
<td>12. Differentiation for students with exceptional learning needs (CEC 5.4)</td>
<td>Instruction is selected, adapted, using instructional strategies to meet the learning needs and also enhance social participation of students with exceptionalities.</td>
<td>Individualized instruction is selected, adapted, using a repertoire of evidence-based instructional strategies to meet the learning needs and enhance oral and written communication skills and also enhance social participation of students with exceptionalities.</td>
<td>Individualized instruction is selected, adapted, using a repertoire of evidence-based instructional strategies to meet the learning needs and enhance oral and written communication skills and also enhance social participation of students with exceptionalities in one-to-one, small-group, and large-group settings.</td>
<td>Individualized instruction is selected, adapted, using a repertoire of evidence-based instructional strategies to meet the learning needs and enhance oral, including spelling accuracy, written communication skills and also enhance social participation of students with exceptionalities in one-to-one, small-group, and large-group settings.</td>
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<tr>
<td></td>
<td>13. Connections Across Curriculum (CEC 5.7)</td>
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<tr>
<td></td>
<td>Teaches cross-disciplinary knowledge and skills without using critical thinking and problem solving skills of the general curriculum.</td>
<td>Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving skills of the general curriculum.</td>
<td>Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving skills of the general curriculum using strategies from multiple theoretical approaches.</td>
<td>Teaches and co-teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving skills of the general curriculum using strategies from multiple theoretical approaches.</td>
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<tr>
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</tr>
<tr>
<td>14. Lesson Plan</td>
<td>Language, Grammar, Punctuation, Spelling</td>
<td>Incomprehensible lesson plan.</td>
<td>-Detail is lacking; another teacher would have difficulty implementing lesson. -Portions are missing, poorly written or unclear. -Several grammatical and mechanical errors.</td>
<td>-Sufficient detail so another teacher could implement lesson. -All portions are completed and clearly written. -A few grammatical and mechanical errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Language is particularly descriptive. -All portions are complete, thoroughly developed and clearly written. -No grammatical or mechanical errors.</td>
</tr>
<tr>
<td>15. Citation of Sources</td>
<td>Sources not cited</td>
<td>Sources are not cited with enough detail.</td>
<td>All sources are cited so another teacher could</td>
<td>Sources cited using publication</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
* ACEI and CEC Curriculum Standard Proficiency Level Applicable to Lesson Planning (Ratings: 1, 2, 3, or 4)

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

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

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

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

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

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

Part V – Instructional Decision-Making (The teacher uses ongoing analysis of student learning to make instructional decisions.)
| Sound Professional Practice  
(ACEI 5.1, CEC 6) | Many instructional decisions fail to lead to student learning and fail to promote independence. | Most instructional decisions are not likely to lead to student learning and promote independence. | Most instructional decisions are likely to lead to student learning and promote independence. | All of the instructional decisions are likely to lead to student learning and promote independence. |
|---------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Modifications Based  
on Analysis of Student Learning  
(ACEI 4, CEC 4) | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. | Exemplary modifications of the instructional plan are made to address all individual student needs. These modifications are informed by an in-depth analysis of student learning/performance, best practice, or contextual factors and include explanations of why the modifications would improve student progress. |
## Congruence Between Modifications and Learning Goals

(ACEI 3.2, CEC 4)

| Modifications in instruction do not keep students on course to achieving the learning goals. | Modifications in instruction keep students, including students with exceptionalities, on course to achieving some learning goals. | Modifications in instruction keep students, including students with exceptionalities, on course to achieving most learning goals. | Modifications in instruction keep students, including students with exceptionalities, on course to achieving all learning goals. |

### Part VI – Analysis of Student Learning

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

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

<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><strong>Interpretation of Student Learning</strong> <em>(ACEI 5) (CEC 5)</em></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
<td>Uses evidence creatively and professionally to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td>Insights on Effective Instruction and Assessment (ACEI 5.1, CEC 6)</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td>Identifies successful and unsuccessful activities and assessments and provides <em>extensive</em> reasons (based on theory or research) for their success or lack thereof.</td>
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<tr>
<td>Alignment Among Goals, Instruction and Assessment (ACEI 5.1, CEC 6)</td>
<td>Does not connect goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td>Logically <em>and artfully</em> connects goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td>Implications for Future Teaching (ACEI 5.1) (CEC 6)</td>
<td>Provides no ideas or inappropriate ideas for redesigning goals, instruction, and assessment. Teacher candidate is not aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.</td>
<td>Provides ideas for redesigning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning and promote independence. Teacher candidate is generally aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.</td>
<td>Provides ideas for redesigning goals, instruction, and assessment and explains why these modifications would improve student learning and promote independence. Teacher candidate is satisfactorily aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.</td>
<td>Provides ideas based on well-founded research for redesigning goals, instruction, and assessment and explains why these modifications would improve student learning and promote independence. Teacher candidate is keenly aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.</td>
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</tr>
</tbody>
</table>
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, 2015, p. 69).

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, 2015, p. 71) 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, 2015, p. 67). (See also page 16 in the Handbook.)

- **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 Lesson Observation Evaluation Rubric

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

**Teacher Candidate_______________________________ Field Supervisor _________________**

**Date _______ Time___________**

**School ______________ Grade/Class __________ Cooperating Teacher ________________**

**LessonTitle____________________________________________________________________**

<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 2)</td>
<td>None of the required materials/technology was provided.</td>
<td>Some of the required materials/technology was provided.</td>
<td>All of the required materials/technology was provided.</td>
<td>Creative application of all of the required materials/technology.</td>
<td></td>
</tr>
<tr>
<td>2. Introduction/Motivation (ACEI 3.4) (CEC 2)</td>
<td>An introduction and motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was not clear.</td>
<td>An introduction/motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was partially delivered.</td>
<td>An engaging introduction/motivation including the hook, connection, stated behavior expectation and performance expectation, model, and guided practice was always delivered.</td>
<td>An exceptionally engaging introduction/motivation was delivered that provided specific and effective connections to prior knowledge. A hook, stated behavior expectation and performance expectation, a model, and guided practice were delivered.</td>
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</tr>
<tr>
<td>3. Developmental Activities and Steps (ACEI 3.1) (CEC 5)</td>
<td>The activities presented were completely different from the lesson plan. Little or no attention was paid to differentiated instruction, adaptations and modifications, assessing during conferencing and culturally linguistic diversity, when applicable. The activities were never based on the lesson plan, 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.</td>
<td>The activities presented were somewhat different from the lesson plan. Little attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. The activities were somewhat based on the lesson plan, and were not always appropriate for the students’ level of skills. Time-management and transitions were somewhat effective. Directions delivered were somewhat clear, so that some students did not know what to do.</td>
<td>Most of the time the activities presented was different from the lesson plan. Attention was paid to differentiated instruction, adaptations and modifications and assessing during conferencing and culturally linguistic diversity, when applicable. Most of the time the activities were based on the lesson plan, and were appropriate for the students’ level of skills. Time-management and transitions were mostly effective. Directions delivered were mostly clear, so that most of the students know what to do.</td>
<td>Directions delivered were exceptionally clear, so all students knew what to do. The activities based on the lesson plan were creatively presented. They were appropriate for all the students’ level of skills, and consistently supported the lesson’s objectives. Attention was paid to differentiated instruction, adaptations and modifications, assessment during conferencing and assessing during conferencing and culturally linguistic diversity, when applicable. Time management and transitions were especially effective.</td>
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</tr>
<tr>
<td>4. Closure (ACEI 3.1) (CEC 5)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The closure was effective and reemphasized. 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.</td>
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<tr>
<td>5. Environment for Learning (ACEI 3.4) (CEC 2)</td>
<td>The candidate did not help students to maintain appropriate behavior or stimulate their interest and attention throughout the lesson.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>6. Communication (ACEI 3.4) (CEC 5)</td>
<td>Candidate did not speak clearly and/or made many grammatical errors during the lesson.</td>
<td>Candidate spoke clearly but made some grammatical errors and/or the tone or volume of voice was not sufficient to promote student learning.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

---

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

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

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**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’s Name: ______________________ Purpose _______ Semester _______ School__________

Evaluator’s Name: ______________________________

Check one: College Supervisor____________________ Cooperating Teacher __________________________

<table>
<thead>
<tr>
<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>
</table>

Please numerically rate the teacher candidate’s proficiency in each area below.
| Knowledge | 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 for students with and without exceptionalities. | 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. | 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. | 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. |

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

**Comments:**
### 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>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</th>
<th>Knows about the differences and similarities of psychological and social-emotional characteristics and the effect that language development and listening has on</th>
<th>Demonstrates in teaching, the understanding of the differences and similarities of psychological and social-emotional characteristics and the effect that</th>
<th>Demonstrates in teaching, the understanding of the differences and similarities of psychological and social-emotional characteristics and the effect that</th>
</tr>
</thead>
</table>

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### C. Diversity of Learners (CEC 1.1)

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

**Comments:**

Differentiated instruction is not informed by an understanding how language, culture, and family background influence the learning of students including students with disabilities.

Differentiated instruction is based upon differing ways of learning by students with exceptionalities, but does not demonstrate an understanding of the effect that culturally
<table>
<thead>
<tr>
<th>culturally diverse families, and language backgrounds have in using strategies for students with and without exceptions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>diverse families and language backgrounds have in using strategies for addressing those differences for students with and without exceptions.</td>
</tr>
<tr>
<td>diverse families, values across and within cultures and language backgrounds have in using strategies for addressing those differences for students with and without exceptions.</td>
</tr>
<tr>
<td>D. Environment for Learning (CEC 2.3)</td>
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<tr>
<td>--------------------------------------</td>
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<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

| Does not adapt the physical environment to provide optimal learning opportunities, maintaining rapport with students or use effective strategies for crises prevention and intervention to create a safe learning environment for students with and without exceptionalities. |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Independently adapts the physical environment to provide learning opportunities, maintaining rapport with students and use strategies for crises prevention and intervention to create a safe learning environment for students with and without exceptionalities. |
| Collaboratively adapts the physical environment to provide optimal learning opportunities, maintaining rapport with students and collaboratively uses strategies for crises prevention and intervention to create a safe learning environment for students and without exceptionalities. |
| Collaboratively adapts the physical environment to provide optimal learning opportunities, maintaining rapport with students and collaboratively uses strategies for crises prevention and intervention, mediating controversial intercultural issues to create a safe learning environment for students and without exceptionalities. |
E. Assessment (CEC 4.2)
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.

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________________________________________________________</td>
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</tbody>
</table>

- **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.**

- **Candidate demonstrates the ability to select, and monitor, but does not analyze and use multiple methods of assessment in making educational decisions for students with and without exceptionalities.**

- **Demonstrates 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, adapt, monitor intragroup behavior changes, analyze and use multiple methods of assessment in making educational decisions for students with and without exceptionalities.**
<table>
<thead>
<tr>
<th>Skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>A. Planning Instruction (CEC 5.4)</strong></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>
<td>Does not demonstrate the ability to use a variety of evidenced-based instructional strategies to advance language development and communication skills for students with and without exceptionalities.</td>
<td>Demonstrates the ability to select, adapt, use a repertoire of evidenced-based instructional strategies to advance language development and communication skills for students with and without exceptionalities.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td>Demonstrates the ability to select, adapt, and use a repertoire of evidenced-based instructional strategies to advance language development and communication skills for students with and without exceptionalities.</td>
</tr>
<tr>
<td>B, Strategies/Technologies (CEC 5.3)</td>
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<tr>
<td>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.</td>
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<tr>
<td>Comments:_________________________________</td>
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<td></td>
</tr>
<tr>
<td>___________________________________________</td>
<td>Does not use a variety of assistive technologies and instructional strategies and augmentative and alternative communication systems to enhance language and communicatio n skills</td>
<td></td>
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<tr>
<td>Plans and uses a variety of assistive technologies to support and enhance language and communication skills</td>
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<tr>
<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</td>
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<tr>
<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</td>
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</table>

written and oral language, for students with and without exceptionalities.
<table>
<thead>
<tr>
<th>C. Learning Environment (CEC 2.1)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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>
</tr>
<tr>
<td>Comments:</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>
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</tbody>
</table>
result in meaningful learning activities and social interactions.
result in meaningful learning activities and positive intra- and intercultural interactions and experiences.
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<tr>
<th>D. Communication (CEC 5.4)</th>
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<tbody>
<tr>
<td>Candidate effectively uses verbal, non-verbal, written language, and media communication strategies to support and enhance language development and communication skills of students with exceptionalities.</td>
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<tr>
<td>Comments:</td>
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</table>
**E. Assessment (ACEI 4.1)**
_Candidate selects, adapt and modifies formal and informal assessments to guide educational decisions for students with disabilities._

**Comments:**

<table>
<thead>
<tr>
<th>Uses formal and informal assessment instruments to modify instructional strategies.</th>
<th>Uses exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies.</th>
<th>Uses, adapts, and interprets information from exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies.</th>
<th>Uses, adapts, and interprets information from exceptionality-specific nonbiased formal and informal assessment instruments to modify instructional strategies.</th>
</tr>
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</table>
nal strategies. nal 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: __________________________________________
____________________________________________________

<table>
<thead>
<tr>
<th>Co-teaches with general educators, and special educators.</th>
<th>Consults with related service providers.</th>
<th>Selects, co-plans, and coordinates mutual goals for co-teaching activities with general educators, special educators.</th>
<th>Consults with related service providers, paraprofessionals, and personnel from community agencies.</th>
<th>Partners with colleagues in teaching families to use appropriate behavior management and counseling.</th>
</tr>
</thead>
</table>
counseling techniques. Models techniques and coaches others in the use of instructional methods and accommodations.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not demonstrate knowing and applying historical and current legal knowledge along with ethical responsibility in professional practice.</td>
<td>Demonstrates knowing and applying historical and current legal knowledge along 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>
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<tr>
<td>Dispositions/Values</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>A. Diversity/Individual Differences (CEC 2.1)</strong></td>
<td>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.</td>
<td></td>
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<tr>
<td>Comments:</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>B. High Expectations (CEC 6.1)</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 ___________________
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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
Audrey Cohen School for Human Services and Education
Reading Instruction for Upper Grades
Communications
EDU 520 COM

COURSE INFORMATION

Instructor: Dr. Sharon Sullivan-Rubin
Phone: 973-493-9014

Office Hours:
Virtual Hours: Available by Zoom. Call/text to schedule an appointment or with questions/issues 973-493-9014
Person Hours: By Appointment Only Saturdays when class is in session.

- To schedule an in person appointment please email at least 12 hours in advance.
- In an emergency call, text, email both my MCNY and personal email which is ssrart@gmail.com.
COURSE DESCRIPTION: Overview

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

LEARNING OBJECTIVES: Objectives

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

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

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

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

4. Expand your repertoire of skills for creating and effectively managing an upper grade elementary classroom literacy program
5. Understand how assessment in the upper elementary grades can be utilized as a tool to drive literacy instruction

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

7. Plan lessons that are aligned to the Elementary Education edTPA literacy tasks to be implemented in Purpose 3 upper grade student teaching

REQUIRED TEXTS: Required Readings


Recommended Readings


edTPA Elementary Education Assessment Handbook September 2015


**ASSESSMENT**

**Assessment**

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

Final grade will be determined as follows:

- Class attendance: 10%
- Class participation: 15%
- Double entry journals/Activity Facilitator Activity: 30%
- edTPA Lesson Segment: 45%
LATE WORK:
Assignments should be submitted on the due dates listed on Moodle. Assignments should be submitted on MOODLE on the due dates listed in the syllabus. Hardcopies of assignments will not be accepted nor graded. It is your responsibility to contact the MCNY HelpDesk to be sure that your technology is working. When an extenuating circumstance makes submission of work impossible, the student should consult the instructor as soon as possible to make special arrangements.

edTPA LEARNING SEGMENT – Develop a Segment Plan to include the following: Learning Segment Outline; 3 sequential lesson plans. (due Week 11)

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

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS OR % OF GRADE</th>
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<tbody>
<tr>
<td>Examinations</td>
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<tr>
<td>Written Assignments or Papers</td>
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<tr>
<td>Projects</td>
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<tr>
<td>Activities</td>
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<tr>
<td>Participation</td>
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</tbody>
</table>

ATTENDANCE:
Students are expected to attend all classes, complete all
assignments and participate actively in class discussions. On-time attendance is crucial and any absences will affect your final grade. Whenever unusual circumstances make regular attendance impossible, the student should consult with the instructor to make special arrangements.

LATENESS & PARTICIPATION:
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, and participation of forum discussions.
An overview of An Integrated, Balanced, Literature-Based Approach to the Language Arts in the upper elementary grades

Our Experiences with organization of a Language-Learning Community (Reading and Writing Workshop)

- Developing a Personal Philosophy for Teaching the Language Arts
- Double Entry Journals, Reflecting on Teaching in Action Vignettes

(Examine instructional strategies modeled, relate to you own Student-teaching placement experiences)

- The edTPA Learning Segment

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

*** On-Line Session *** 9/19/18

SEE MOODLE FOR DETAILS ON HOW TO APPROACH THE ACTIVITY FACILITATOR

The Activity Facilitators course routine will begin in session 3 and occur during each subsequent in-person class meeting. The purpose of this course routine is for you to collaborate in an exploration of connections between ideas encountered in the readings and your own teaching. During this course routine (a mini-lesson), a Group of Facilitators (2 candidates in each group) will lead the class (for 15-20 minutes) in an exercise that helps analyze the ideas presented in the readings and the implications these may have for your teaching practice.

During Session 1 you will be given an opportunity to choose one of the 8 course sessions and form an Activity Facilitators Group you will work together to prepare and present your class activities for the chosen course.
ON THE WEEK(S) THAT YOUR GROUP PRESENTS THE ACTIVITY, YOU DO NOT HAVE TO COMPLETE THE DOUBLE-ENTRY JOURNAL. THE ACTIVITY FACILITATOR ACTIVITY WILL BE COUNTED IN PLACE OF THAT ASSIGNMENT.

Successful Activity Facilitators will conceive of ways that ideas in the readings can be actualized in teaching practice. Theory may be practiced through various aspects of teaching such as instructional choices, instructional design, classroom organization, and expectations, and interactions with parents and the community outside of the classroom. The activity should engage the entire class and should not be a presentation of the session’s topics and readings. For example, the Activity Facilitators may prepare an activity that models the concepts presented or helps participants to brainstorm and demonstrate ways in which the ideas of others might be manifested in their own teaching practices (both inside and outside the classroom). Course instructor will explain this course routine during the initial class meetings.

As Facilitators, participants plan and lead an experience with their classmates that helps to develop the mental agility for translating theory and ideas into practice or reversing the situation, to unearth the often unnamed philosophies underlying educational decisions at all levels. As a program, we value a classroom culture wherein students are able to learn with and from each other. By engaging in this course routine, as both a facilitator and a participant, all participants are called upon to take responsibility for directing their own learning as part of a community of learners.

Purpose and Objectives

In this course routine, Facilitators and participants alike will work together to discern real world context for theoretical ideas as they seek to answer the question: What does this mean in relation to my practice? Reflective practice depends on the teacher’s capacity to be a researcher of their practice as well as a practitioner, to move easily back and forth between abstract ideas and concrete methods.

Expectations

- The planned activity has participants engage in a process to make connections between theories and practice.
• The planned activity is clearly connected to the readings.
• The planned activity requires participants to related ideas in the reading(s) to their teaching.
• Facilitators should submit the objectives for their activity to the instructor prior to the session in which they are presenting.

For session dates and activities, please see the course overview below or for more specific details of each session on Moodle.

Grading Rubric: Activity Facilitators

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced (3)</th>
<th>Proficient (2)</th>
<th>Novice (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Facilitators</td>
<td>Activity Facilitators Group submitted the presentation plan 3 days before the Session for the Instructor’s review.</td>
<td>Activity Facilitators Group submitted the presentation plan 2 days before the Session for the Instructor’s review.</td>
<td>Activity Facilitators Group submitted the presentation plan the same day of the Session for the Instructor’s review.</td>
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<tr>
<td>Preparation and Timeliness</td>
<td></td>
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<tr>
<td>Activity Facilitators</td>
<td>The planned activity met all 5 expectations:</td>
<td>The planned activity met 3 or more expectations:</td>
<td>The planned activity met 2 expectations:</td>
<td></td>
</tr>
<tr>
<td>Group Presentation Quality</td>
<td>1. The planned activity has participants engage in a process to make connections between theories and</td>
<td>1. The planned activity has participants engage in a process to make connections between theories and</td>
<td>1. The planned activity has participants engage in a process to make connections between theories and</td>
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<tr>
<td>Practice</td>
<td>Practice</td>
<td>Practice</td>
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<tr>
<td>1. The planned activity is clearly connected to the readings.</td>
<td>2. The planned activity is clearly connected to the readings.</td>
<td>3. The planned activity is clearly connected to the readings.</td>
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<tr>
<td>3. The planned activity requires participants to relate ideas in the reading(s) to the teaching.</td>
<td>3. The planned activity requires participants to relate ideas in the reading(s) to the teaching.</td>
<td>3. The planned activity requires participants to relate ideas in the reading(s) to the teaching.</td>
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<tr>
<td>4. The planned activity instructions were clearly presented.</td>
<td>4. The planned activity instructions were clearly presented.</td>
<td>4. The planned activity instructions were clearly presented.</td>
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<tr>
<td>5. Activity Facilitators answered participants’ questions.</td>
<td>5. Activity Facilitators answered participants’ questions.</td>
<td>5. Activity Facilitators answered participants’ questions.</td>
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</table>

Activity Facilitators’ Group submission:
- **Activity Facilitators Group** submitted both the description of the activity and self-reflection on the presentation.
- **Activity Facilitators Group** submitted either the description of the activity or self-reflection on the presentation.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Total Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>/9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall 2016

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

Assignments: (due Week 2)

Read: Hennings, Chapter 1

Double Entry Journal - Literature in Action: *Walking with Rosie*

**Week 3. Diversity in the Multicultural, Inclusive Classroom**

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

Assignments: (due Week 3)

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

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

**Week 4. Building on Children's Early Language Development**
Fall 2016

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

Assignments: (due Week 4)
Read Hennings, Chapter 3 & NYCDOE Handbook – Word Work (grades 3-6)
Double Entry Journal - Language Learning in Action: Mushrooms Now

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

Assignments: (due Week 5)
Read Hennings, Chapter 4 & NYCDOE Handbook – Reading Workshop (grades 3-6)
Double Entry Journal - A Literature Conversation in Action: Racing Life with Willy

edTPA Learning Segment Cover Page

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

Assignments: (due Week 6)
Read Hennings, Chapter 5 & NYCDOE Handbook – Alignment with State Standards and Federal Guidelines, Scope and Sequence for Instruction in Reading and Writing (grades 4-6)

Double Entry Journal - Listening in Action: Getting at the Root of Conflict

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

- A Talking-Place in Action
- Storytelling & Drama
- Choral Speaking, Conversations & Reporting
- Assessing Children's Growth as Oral Language Users
- edTPA Lesson Plan format

Assignments: (due Week 7)
Read Hennings, Chapter 6 & NYCDOE Handbook – Sample Curriculum Maps and Units

Double Entry Journal - A Talking Place in Action: Dramatizing "The Three Billy Goats Gruff"

*edTPA Lesson Plan 1

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

- Language Experience in Action
- Vocabulary Development in the upper elementary grades
- Word Study in the upper elementary school
Fall 2016

- Collaborative Workshops in Action
- Higher Order Thinking

Assignments: (due Week 8)
Read Hennings, Chapter 8
Double Entry Journal - Reading/Writing in Action: From Communication Circle into Reading-Writing Workshop
*edTPA Lesson Plan2

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

Assignments: (due Week 9)
Read Hennings, Chapter 7
Double Entry Journal - Collaborative Workshops in Action: The Lorax
edTPA Lesson Plan 3

Week 10. Writing as Idea Making, Creating Within a Variety of Genres
- Workshop in Action
- Types of Writing & Genres
- Expanding Writing in the upper elementary grades
Fall 2016

- Spelling in Action
- Tools of the Editor's Craft

Assignments: (due Week 10)
Read Hennings, Chapter 9
Double Entry Journal - Workshop in Action: Journals, Idea Clusters, and Other Ways to Make Ideas during Workshop

Week 11. Writing Processes in a Workshop Environment
11/21/18
- Interactive Writing in Action
- The Writing Process
- The Writing Workshop Model
- Assessing Children as Authors in the upper elementary grades

Assignments: (due Week 11)
Read Hennings, Chapter 10
Double Entry Journal - Interactive Writing in Action: The Desert
Final edTPA Project due: Submit final revisions for Lesson Segment including 4 Upper Grade consecutive ELA Lesson Plans

Week 12. Writing, Language Conventions, and Grammar
11/28/18
• Language in Action
• Controlling the Sentence
• Managing Other Conventions of Written Language in the upper elementary grades

Assignments: (due Week 12)
Read Hennings, Chapter 11
Double Entry Journal - Language in Action: Revising Sentences - A Mini Lesson

Week 13.  Final Presentation: Learning Segment

12/5/18
• presentations

Assignments: (due Week 13)
Read Hennings, Chapter 12
Double Entry Journal - Spelling in Action: Spelling Patterns and Writing

Week 14. Spelling, Dictionary Use and Writing
• Stages of Spelling Development
• Organizing Developmentally Appropriate Word Study

• Making Spelling Speculation a Meaningful Part of Writing
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Audrey Cohen School for Human Services and Education

EDU 523 SKI
Inclusion: Teaching Strategies and Classroom Management Skills

COURSE INFORMATION

Instructor: Dr. Frances Meyer
Phone: 212.343.1234 x2436
COURSE DESCRIPTION: This course is aligned with criteria for CEC Standards 1 – Learner Development and Individual Characteristics, 2 – Learning Environments, 3 – Curricular Knowledge, 4 – Assessment, 5 – Planning and Instructional Strategies, 6 – Professional and Ethical Practice, 7 – Collaboration, and ACEI Standards: 3.2 Adaptation to Diverse Students, ACEI Standard 4 - Assessment for Instruction. It also meets INTASC standards that specify what all teachers need to know and be able to do for students with exceptionalities.

This course will review the federal mandates and New York State regulations related to the education of students with disabilities. Changing attitudes and philosophies toward disability and inclusion will be evaluated in the context of service delivery models and their implications for the attitudes and skills that the regular education teacher must develop. Definitions of the categories of exceptionality and characteristics of persons with high incidence and low incidence disabilities will be reviewed from Purpose I and II courses. Differentiated instruction and assessment will be emphasized. Accommodations for exceptional students will be emphasized and instructional/curricular strategies for culturally and linguistically diverse students will be presented. Strategies and adaptations are implemented and evaluated through the Constructive Action Project.

New York State Certification Exams:
There are three state certification exams directly related to the content and skills presented in this course. The three exams are as follows: (1) EAS (Educating All Students), (2) CST: 060 Disability exam, (3) edTPA. (Educational Teacher Performance Assessment)
Course requirements are directly related to preparing candidates for taking these exams. It is expected that all assignments should reflect writing competencies, and knowledge of the information and skills reflected on these exams.

LEARNING OBJECTIVES:

1. State the major provisions of current federal and state mandates with respect Special Education;

2. Examine your personal beliefs about teaching children with special needs in regular classroom settings;
3. Show how changing philosophies resulted in changed policies and practices;

4. Discuss pre-referral data collection and interventions via child study or intervention teams;

5. Identify and analyze the multiple influences which may affect all learners, including those with disabilities (e.g., self-esteem and motivation, gender, ethnic/cultural, socioeconomic and linguistic background), and relate these to the referral, assessment and special education processes;

6. State defining and general characteristics, etiologies, and education implications associated with high incidence and low incidence disabilities including the gifted and talented and students with Section 504 adaptations; and

7. Evaluate and choose instructional strategies and curriculum modifications for students with various abilities, learning needs and styles.

**CEC LEARNING OBJECTS:**

1. Consider the factors that influence the over-representation of culturally/linguistically diverse individuals with exceptional learning needs in programs for individuals with exceptional learning needs.
   (CEC Standard 3 Foundations & Curricula Content Knowledge)

2. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
   (CEC Standard 4 Instructional Strategies & Individualized Instructional Planning)

3. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
   (CEC Standard 5 Assessment)

4. Develop models and strategies of consultation and collaboration within the school context; identify community resource/support services and advocacy groups for families of children with special needs.
   (CEC Standard 7 Collaboration)
REQUIRED TEXTS:

Additional readings will be assigned during class sessions.

ADDITIONAL MATERIALS:
Handouts and internet resources will be provided in class and on Moodle.

Recommended Readings:


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.*

**IF A HYBRID COURSE INCLUDE STANDARD DESCRIPTION:**

**Hybrid Course Format for a 3 credit course:**

All hybrid courses will be taught in the following format on a weekly basis:

- 2 credits will be delivered in a traditional onsite classroom for 1 hour and 50 minutes
- 1 credit will be mediated or monitored via Moodle.

**Note:** Each week’s required online activity (or activities) will be equivalent to 50 minutes of in-class learning time.

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**

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><strong>Attendance &amp; Participation</strong></td>
<td>16%</td>
</tr>
<tr>
<td>(2% per session, 1% for lateness or leaving early)</td>
<td></td>
</tr>
<tr>
<td>(1 excused) Partial on-line assignments not submitted on time will result in a 1% point reduction in attendance. Full on-line assignments not submitted on time will result in a 2% point reduction in attendance.</td>
<td></td>
</tr>
<tr>
<td>10 Weekly hybrid component</td>
<td>10%</td>
</tr>
<tr>
<td>(1 point each)</td>
<td></td>
</tr>
<tr>
<td>3 Full Session Hybrid Components</td>
<td>9%</td>
</tr>
<tr>
<td>(3+4+2 points each)</td>
<td></td>
</tr>
<tr>
<td><strong>COLLABORATION:</strong></td>
<td>35%</td>
</tr>
<tr>
<td>Research and Commentary</td>
<td></td>
</tr>
<tr>
<td>(5 pages) 15%</td>
<td></td>
</tr>
<tr>
<td>Summary of One Focus Student</td>
<td></td>
</tr>
<tr>
<td>(3+ pages) 10%</td>
<td></td>
</tr>
<tr>
<td>Questions, Recommendations &amp; Reflection</td>
<td></td>
</tr>
<tr>
<td>(1-2 pages) 5%</td>
<td></td>
</tr>
<tr>
<td>Committee Chairperson &amp; Participation</td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

DIFFERENTIATION AND Udl
Accommodation Chart of 4
Focus Students 20%
Exam on Udl and Differentiation 10%

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/.
Fall 2016

**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)

**ASSIGMENTS:**

Hybrid component assignments are due every week. Collectively, component assignments submitted on-time can represent up to 18% of your final grade. Partial percentile credit will be deducted if these assignments are submitted after the grace periods listed on the Moodle calendar. See the syllabus below for specific credit per assignment. Primary course requirements may be submitted up until the 12th session for the remaining percentile credit per assignment.

Assignments submitted the 13th session will result in a 5% reduction in the final grade. If assignments are submitted the 14th session the final grade will be reduced by a 1/2 letter grade.

With permission, assignments submitted after the 14th session will result in a full letter grade reduction unless the candidate is approved for an Incomplete.

**FOCUS STUDENTS:**

**EXAM:** This exam will consist of questions relative to the CST: O60 Disability New York State Exam to include reference to strategies for accommodating and modifying instruction and behavioral approaches for teaching students with special needs.

**ACCOMMODATION CHART OF 4 FOCUS STUDENTS**
During student teaching you are required to conduct an assessment of FOUR FOCUS STUDENTS in relation to the Central Focus of your Segment Plan. Identify the four students from the class you will designate as the “focus students” for the CA/edTPA. At least one student must be classified and have a current IEP. A second must be an ELL student. The content of the chart should reference suggestions from the course textbook, hand-outs, and research (edTPA Task3)

This plan must include a chart reflecting each student’s specific needs, and analysis in relation to the literacy lessons YOU will be teaching and analyzing. That is, determine the strategies to be used when addressing the Strengths, Interests, Culture, Community and Language plus Academic, and Behavioral/Environment, challenges shown on the chart. (See below).

<table>
<thead>
<tr>
<th>FIRST NAME &amp; DISABILITY OR AREA OF NEED</th>
<th>STRENGTHS, INTERESTS, CULTURE, COMMUNITY, LANGUAGE</th>
<th>ACADEMIC SUPPORT FOR ELA</th>
<th>BEHAVIORAL/ENVIRONMENTAL DURING ELA LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN</td>
<td>Verbal Language skills Baseball Cuban Urban Hispanic Community, Spanish 1 year speaking English</td>
<td>Peer support to interpret unknown words Word attack games for academic vocabulary Use baseball for worksheets, essays and graphic organizers Read directions and add time to complete work and testing</td>
<td>Develop a behavioral contract to encourage more on-task behavior Send a weekly parent report to focus on strengths and encourage on task behavior Seat him in the front of the classroom Seat him next to a student with more advanced English skills Separate location for testing</td>
</tr>
<tr>
<td>MARY</td>
<td>Speech &amp; Lang.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HARRY</td>
<td>ELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TERRANCE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COLLABORATION:

This project consists of four parts:

PART 1: RESEARCH AND RELATED COMMENTARY (5 Pages)

PART 1 requires a written responses to several prompts listed in the project rubric. The answers given can be based on actual or fictitious collaboration.

Read two assigned chapters regarding collaboration and reflect on your observations and experiences while in the field for the past year. Write four pages of narrative to integrate both research, theory, and your practical experiences.

Note that collaboration is a style through which special educators and other professionals can conduct their interactions with each other and parents. It is based on voluntariness, parity, mutual goals, shared responsibility for key decisions, shared accountability for outcomes, shared resources, and the emergence of trust, respect, and a sense of community (Friend. 2014).

PART 2: SUMMARY OF ONE FOCUS STUDENT: (3+Pages)

Write a three page summary of one focus student, elaborating in greater detail about his/her family and cultural background, interests, over-all strengths and challenges. Also identify an area for problem solving by a committee of your colleagues.

Include commentary justifying the additional accommodations or modifications he/she will require in “ALL SUBJECTS.” Collaboration with parents and/or input from related service providers should also be described. (3+ pages)
PART 3:  COMMITTEE MEETING  
This meeting requires that you present a problem to a committee of colleagues, requesting suggestions for managing a learning and/or behavioral issue with a focus student. This meeting will be conducted during class. Each candidate will be teamed with other members of their Purpose 2 cohort, and will be rated as a Presenter/Chairperson, and Collaborator/participant. Ratings will be averaged and will result in an over-all rating.

CHAIRPERSONS: (3+pages with problem statement)  
Each candidate will make a 20 minute presentation to his/her teammates. The Presenter will prepare a draft of the 3 page summary (course assignment) and tools used to assess his/her selected focus student, and will distribute copies to each Collaborator on his team. (one week before) The purpose of this presentation will be to request recommendations for accommodating the selected focus student.

PARTICIPANTS/COLLABORATORS: (1 page)  
Based on reading the summary and listening to the presentation made by the Chairperson, team collaborators will ask prepared questions and make recommendation for supporting and therefore ensuring the success of the focus student.

PART 4:  QUESTIONS, RECOMMENDATIONS AND REFLECTION  (1-2 pages)  
Candidates will have read a summary of one focus student and will have prepared questions and at least 2 recommendations to present at the faculty meeting. After the meeting you are required to reflect on the committee meeting and summarize the process of collaboration and whether your questions and recommendations were appropriate and useful.

ONLINE HYBRID COMPONENT SESSIONS:

NOTE:  
Submit on time hybrid component assignments up until the Tuesday after the due date for partial credit. If not submitted, you will also lose one for a partial hybrid component and 1 for attendance and participation. For full hybrid
component sessions, you will lose the indicated points plus two points from the attendance and participation part of your final grade.

The full percentage value given a primary course assignment is in addition and will be based on the quality of the assignment submitted.

<table>
<thead>
<tr>
<th>%</th>
<th>SESSION # /ACTIVITY</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+1</td>
<td>SESSION 1</td>
<td>DO: 1/10  DUE: 1/17</td>
</tr>
<tr>
<td></td>
<td>Complete a personal information form.</td>
<td></td>
</tr>
<tr>
<td>1+1</td>
<td>SESSION 2</td>
<td>DO: 1/17  DUE: 1/24</td>
</tr>
<tr>
<td></td>
<td>View one on-line video regarding one disability which will represent one or more of your focus students. Write one paragraph describing the content of the video and rate the video from 1 to 5 (highest is 5)</td>
<td></td>
</tr>
<tr>
<td>1+1</td>
<td>SESSION 3</td>
<td>DO: 1/24  DUE: 1/31</td>
</tr>
<tr>
<td></td>
<td>Conduct a survey of class interests, culture and language. Create chart of results.</td>
<td></td>
</tr>
<tr>
<td>1+1</td>
<td>SESSION 4</td>
<td>DO: 1/31  DUE: 2/7</td>
</tr>
<tr>
<td></td>
<td>Identify strengths and have each focus student complete a learning style survey. Submit draft of chart.</td>
<td></td>
</tr>
<tr>
<td>3 +2</td>
<td>SESSION 5  FULLY ON-LINE SESSION</td>
<td></td>
</tr>
</tbody>
</table>
DO: 2/7  DUE: 2/14
Based on reading two chapters on Collaboration. (Mastropieri/Scruggs and Friends) Write 5 pages of commentary to include research, theory and actual observations and experience in all your student teaching assignments. (See outline) Assignment: DUE: 2/14/19

1+1  SESSION 6  DO: 2/14  DUE: 2/21
Write a description of your own study skills and write a one page outline of study skills and activities designed to teach study skills to your students.

1+1  SESSION 7  DO: 2/21  DUE: 2/28
View one video regarding attention and memory. Cite the video and write one paragraph with a rating of 1 to 5 (highest).
Study for mid term exam

1+1  SESSION 8  DO: 2/28  DUE: 3/7
View one video regarding a particular social skill. Write one page explaining why and how you would teach that skill. Cite the video and give a rating of 1 to 5 (highest).

+2  SESSION 9  FULLY ON-LINE SESSION

DO: 3/7  DUE: 3/12
Write a 3 page summary (+draft of chart) of one focus student with a problem statement designed to have the cohort
committee members make recommendations. Send this paper to the entire cohort. Committee meetings will take place Session 10. Write a one page reflection of recommendations made for your focus student. Submit Session 10. Add selected recommendations to your final chart.

1+1  

SESSION 10  DO: 3/14  DUE: 3/21
Write a one page reflection of recommendations and collaboration experience you had with your cohort. Submit Session 11. Add selected recommendations to your final chart.

1+1  

SESSION 11  DO: 3/21  DUE: 3/28
Finalize Chart of all 4 focus students and other assignments. Complete behavior management check off list.

1+1  

SESSION 12  DO: 3/28  DUE: 4/4
Complete a behavior analysis form for one student…to be discussed in class. Complete all late assignments on line by 4/9.

2+2  

SESSION 13  FULL Y ON-LINE SESSION  DO: 4/4  DUE: 4/11
View one video on classroom management and be prepared to summarize your related role as special educator. Complete all late assignments – Minus half letter grade when submitted after 4/9/19.
# COURSE SCHEDULE PLUS ASSIGNMENTS & ONLINE SESSIONS

<table>
<thead>
<tr>
<th>SESSION #</th>
<th>DAY/DATE</th>
<th>CLASS SESSION TOPIC</th>
<th>ASSIGNMENTS&amp;ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 1</td>
<td>THURSDAY</td>
<td>NYS CST: 060 – Do Now Review selected response question</td>
<td>Assignment:</td>
</tr>
<tr>
<td>1/10/19</td>
<td>THURSDAY</td>
<td>Review Syllabus and Assignments</td>
<td>Read Chapter: Introduction to inclusive teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the history and benefits of Inclusive education versus a continuum of services and Response to intervention.</td>
<td>ONLINE HYBRID COMPONENT.:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss placements &amp; selection of 4 Focus Students</td>
<td>Complete a personal information form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss Pre-Assessment of Students.</td>
<td>Review primary &amp; hybrid component assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the importance of Collaboration</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Collaboration Project and Team Review</td>
<td></td>
</tr>
<tr>
<td>SESSION 2</td>
<td>THURSDAY</td>
<td>NYS CST: 060 – Do Now Review selected response question</td>
<td>Assignment:</td>
</tr>
<tr>
<td></td>
<td>THURSDAY</td>
<td>Discuss placements &amp; selection of 4 Focus Students</td>
<td>1. Read Chapters on Literacy And Effective Differentiated Instruction for All Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue exploring the process of inclusion</td>
<td>2. Develop Collaboration contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review elements of Balanced Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differentiated instruction and Universal Design for Learning</td>
<td></td>
</tr>
</tbody>
</table>
1/17/19
Review edTPA Chart: “Students With Learning Needs”. Compare edTPA chart to chart of strengths, challenges, interests, culture, and community and language acquisition, plus academic, behavioral, and environmental support.

1/17/19
List in your assigned school. Keep notes. Collaborate with faculty and parents re: focus students. Meet with related service faculty re: focus students to determine specific needs.

ONLINE HYBRID COMPONENT:
See master list.

<table>
<thead>
<tr>
<th>SESSION 3</th>
<th>NYS CST: 060 – Do Now Review selected response question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THURSDAY</strong></td>
<td>CONTINUE: ACCOMMODATIONS AND MODIFICATIONS:</td>
</tr>
<tr>
<td><strong>1/24/19</strong></td>
<td>UNIVERSAL DESIGN FOR LEARNING</td>
</tr>
</tbody>
</table>

Assignment:
1. Select 4 Focus Students & meet with each student.
2. Read chapter on Response to Intervention,
3. Review You Tube videos on Dr. Rose re: UDL

ONLINE HYBRID COMPONENT:
See master list.

#.

<table>
<thead>
<tr>
<th>SESSION 4</th>
<th>NYS CST: 060 – Do Now Review selected response question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THURSDAY</strong></td>
<td>INTRODUCTION TO COLLABORATION</td>
</tr>
<tr>
<td><strong>1/31/19</strong></td>
<td>TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES IN INCLUSIVE CLASSROOMS.</td>
</tr>
</tbody>
</table>

Read chapter on At Risk students and students with high incidence disability.

ONLINE HYBRID COMPONENT:
See master list.
| SESSION 5 | FULL ON-LINE SESSION Hybrid Component  
|          | RESEARCH COLLABORATION  
|          | REVIEW OUTLINE FOR RESEARCH PAPER.  
|          | COLLABORATION AND PARENTS  
| FULL ON-LINE SESSION:  
|          | Read two chapters on Collaboration. (Mastropieri/Scruggs and Friends)  
|          | Write 5 pages of commentary to include research, theory and actual observations and experience.  
|          | Assignment: DUE: 2/14/19 (up to 2/12)  |
| SESSION 6 | NYS CST: 060 – Do Now Review selected response question  
|          | COLLECT AND DISCUSS RESEARCH PAPERS ON COLLABORATION  
|          | STUDY SKILLS AND PEER SUPPORT AND COOPERATIVE LEARNING  
| Assignment:  
|          | 1. Read Chapter on Teaching Study Skills  
|          | 2. Read Chapter on Promoting Inclusion with Classroom Peers  
|          | **ONLINE HYBRID COMPONENT:**  
|          | See master list.  |

<p>| SESSION 7 | Assignment |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Thursday 2/21/19</th>
<th>NYS CST: 060 – Do Now Review selected response question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review for MID TERM EXAM</td>
<td>EXPLORE ATTENTION AND MEMORY</td>
</tr>
<tr>
<td></td>
<td>Read chapter on attention and memory.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study for Exam</td>
<td>MID COMPONENT: See master list.</td>
</tr>
<tr>
<td>Date</td>
<td>Thursday 2/28/19</td>
<td>NYS CST: 060 – Do Now Review selected response question</td>
</tr>
<tr>
<td></td>
<td>MID TERM EXAM</td>
<td>INTRODUCTION TO TEACHING SOCIAL SKILLS. AND GENERALIZABILITY IN THE COMMUNITY.</td>
</tr>
<tr>
<td></td>
<td>REVIEW COLLABORATION MEETING REGARDING ONE FOCUS STUDENT</td>
<td>Assignment: Read about assessing and teaching Social Skills. Pages 190 -195</td>
</tr>
<tr>
<td></td>
<td>See master list.</td>
<td>ONLINE HYBRID COMPONENT:</td>
</tr>
<tr>
<td>Date</td>
<td>Thursday 3/7/19</td>
<td>SESSION 9 FULLY ON-LINE SESSION Hybrid Component</td>
</tr>
<tr>
<td></td>
<td>FULLY ONLINE SESSION</td>
<td>PREPARE TO ROLE PLAY COLLABORATION AND SERVE AS A CHAIRPERSON AT A SIMULATED FACULTY MEETING</td>
</tr>
<tr>
<td></td>
<td>Hybrid Component</td>
<td>page summary plus a draft of the chart for one focus student a problem statement designed to have cohort committee members make recommendations. Send this paper to the entire cohort.</td>
</tr>
<tr>
<td></td>
<td>FULLY ONLINE SESSION</td>
<td>2. Read papers from other members of the cohort and write a list of 3 questions and at least 2 recommendations to present to the chairperson at the committee meeting.</td>
</tr>
<tr>
<td></td>
<td>topic and master list of hybrid components.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Thursday 3/12/19</td>
<td>Session 10.</td>
</tr>
<tr>
<td></td>
<td>3/7/19</td>
<td>(No grace period)</td>
</tr>
</tbody>
</table>
Committee meetings will take place Session 10.  
2/19  
(No grace period)

Collaboration Team  
Chairpersons and Participants and should both be in attendance.  
Participants: Distribute a typed list of your 2 recommendations at the end of the committee meeting.  
Chairpersons - After your team meeting, add any additional team member suggestions to your required accommodation chart.  
Observers and Team: Discuss what fostered effective collaboration.  
| Assignment:  
Read Chapter on Enhancing Motivation and Affect  
**Online Hybrid Component:** See master list.  
Add selected recommendations to your final chart. |

| SESSION 11 | NYS CST: 060 – Review question  
Introduction to Behavior Management and Creating a Positive Classroom Atmosphere  
Engagement, Motivation and Affect  
Behavior and Classroom Management  
Behavioral/Environmental Creating a positive classroom environment.  
for EBD, ADHD, ADD, At Risk and struggling students |
| Assignment:  
Chapter on Improving Classroom Behavior.  
**Online Hybrid Component:** See master list. |
| SESSION 12 | NYS CST: 060 – Review question | Assignment: |
| 3/28/19 | **Behavior management questions. continued.** | **DUE: ALL ON TIME ASSIGNMENTS** |
|  | **Introduction to TRANSITION** | **ONLINE HYBRID COMPONENT** |
|  |  | See master list. |
|  |  | Complete all late assignments – minus 5 % from grade. if submitted 4/4/19 |

| SESSION 13 | FULLY ON-LINE SESSION. | ASSIGNMENT: Moodle |
| 4/4/19 | View one video on |
|  | - Inclusion or |
|  | - Collaboration or |
|  | - Differentiated Instruction or |
|  | - Universal Design for learning |
|  | Be prepared to summarize your role as a special educator. |
|  | - Complete late assignments |
|  | All assignments are due on Moodle |
|  |  | **ONLINE HYBRID COMPONENT** |
|  |  | See master list. |
|  |  | Complete all late late assignments – Minus |
|  |  | 1/3 from your letter grade when submitted aby 4/11/19 |

| SESSION 14 | GENDER BASED EDUCATION | SUBMIT LATE LATE ASSIGNMENTS DUE THIS |
| 4/11/19 | Review selected course videos. |
|  | Discuss edTPA segment preparation for PURPOSE 3 |
|  | View recommendations from Purpose 3 candidates |
|  | **SESSION FOR 1/3 LETTER GRADE REDUCTION.** |
COLLABORATION PROJECT

Collaboration is a style through which special educators and other professionals can conduct their interactions with each other and parents. It is based on voluntariness, parity mutual goals, shared responsibility for key decisions, shared accountability for outcomes, shared resources, and the emergence of trust, respect, and a sense of community (Friend. 2014).

I. Purpose:

The Collaboration Project is designed for candidates to demonstrate their collaboration skills. Throughout the course there will be readings, discussions about and role playing experiences to further develop and apply skills that are helpful for collaboration with other educators, related service providers, families and personnel from community agencies that are vital to address the needs of students with exceptionalities. The Collaboration Project is an assessment designed to measure your actual skills that you have been developing during your student teaching assignments. It involves your planning and participation in a scheduled team meeting at your cooperating school and submitting both a written background narrative and a video recording of the team meeting. Both the narrative and the video will be assessed based upon the Collaboration Project Assessment scoring guide/rubric found below.

II. Task

In consultation with both cooperating teachers, plan the Collaborative Student Assistive Team meeting that will be preferably scheduled for and video recorded in mid-semester (Session 5). The meeting should be planned to address the educational needs of one student with disabilities. The required school personnel to participate in the meeting are the cooperating general educator, cooperating special educator, if applicable, and one more participant (ie: related service provider(s), the paraprofessional(s), a school administrator, a parent, outside community agency personnel, etc. Possible discussion perspectives can include the IEP goals, interventions/accommodations, the prior and future co-planning and co-teaching instructional strategies, behavior management and counseling techniques, and effective communication with families and outside community agencies. Since your assigned role is that of an active participant and meeting coordinator, you will also need to demonstrate skill in using the practical elements of
collaboration theory in moving the planned meeting agenda along to be reasonably completed within the maximum allotted time of 20 - 30 minutes.

III. Format

Part I is a Background Narrative Document that you will submit in Moodle one week prior to the scheduled team meeting. It should demonstrate that you are prepared with adequate background information about the needs of the student, including the IEP, the meeting goals/agenda topics to address those needs, and your prior research and knowledge of the theory and elements that you will put to use for effective collaboration. You have flexibility of length across the rubric components, but the total length should not exceed twelve (12) pages double-spaced in 12-point Arial font. In order to ensure the anonymity of the student written about in the narrative and discussed at the meeting, do not include the student’s name or other identifying information in the narrative or at the meeting. USE A PSEUDONYM; DO NOT USE THE STUDENT’S ACTUAL NAME.

Part II is the actual video recording of the team meeting that you will also submit in Moodle and that will provide key evidence of your ability to actually collaborate as a beginning special education professional.

Since both Part I and Part II will be graded with the project rubric, you should address
Collaboration Project Scoring Guide/Rubric

Part 1 - Evidence from the Written Narrative

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Below Proficiency</th>
<th>Approaching Proficiently</th>
<th>Proficient</th>
<th>Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses the theory and elements of effective collaboration. (CEC 7.1)</td>
<td>Describes the roles of the general and special educators in the integration and/or reintegration of the student with exceptionalities.</td>
<td>Describes the collaborative and consultative roles of the general and special educators in the integration and/or reintegration of the student with exceptionalities.</td>
<td>Describes the collaborative and consultative roles of the general and special educators, related service providers, paraprofessional(s), and family in the integration and/or reintegration of the student with exceptionalities.</td>
<td>Describes the collaborative and consultative roles of the general and special educators, related service providers, paraprofessional(s), and family in the integration and/or reintegration of the student with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>B. Serves as a collaborative resource to colleagues. (CEC 7.2)</td>
<td>Describes collaboration with other educators and the paraprofession</td>
<td>Describes previous routine collaboration with other educators and the</td>
<td>Describes previous routine collaboration with related-service provider(s), other educators including</td>
<td>Describes previous routine collaboration with related-service provider(s), other educators</td>
<td></td>
</tr>
</tbody>
</table>
C. **Uses collaboration to promote the well-being of students with exceptionalities across a wide range of settings and collaborators.** (CEC 7.3)

|  | Describes prior actions where the candidate collaborated with other educators to address academic and/or behavior problems related to the student with exceptionalities. | Describes prior and on-going actions where the candidate collaborated with other educators and a parent to address academic and/or behavior problems related to the student with exceptionalities. | Describes prior and on-going actions across a wide range of settings (with dates/settings) where the candidate collaborated with other educators and a parent to address academic and/or behavior problems related to the student with exceptionalities. | Describes prior and on-going actions across a wide range of settings (with dates/settings) where the candidate collaborated with other educators to collaborate to teach a parent how to address academic and/or behavior problems related to the student with exceptionalities. |
**Part 2 – Evidence from the Video Recording of the Collaborative Student Assistive Team Meeting**

<table>
<thead>
<tr>
<th>Skills</th>
<th>1 Below Proficiency</th>
<th>2 Approaching Proficiently</th>
<th>3 Proficient</th>
<th>4 Exceeding Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses the theory and elements of effective collaboration. (CEC 7.1)</td>
<td>Candidate participates in collaboration activities related to roles of the general and special educators, related service provider(s), and paraprofessional(s) to maximize direct instruction for the student with exceptionalities.</td>
<td>Candidate coordinates collaboration activities related to roles of the general and special educators, related service provider(s), and paraprofessional(s) to maximize direct instruction for the student with exceptionalities.</td>
<td>Candidate selects, plans, and coordinates effective collaboration activities related to roles of the general and special educators, related service provider(s), and paraprofessional(s) to maximize direct instruction for the student with exceptionalities.</td>
<td>Candidate selects, plans, and coordinates effective collaboration activities related to roles of the general and special educators, related service providers, paraprofessional(s), community agencies and families, to maximize direct instruction for the student with exceptionalities.</td>
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<tr>
<td></td>
<td>Candidate demonstrates using the principles and tools of collaboration by coordinating parity between individuals, grounded mutual goals.</td>
<td>Candidate demonstrates using the principles and tools of collaboration by coordinating parity between individuals, grounded mutual goals, shared responsibility for participation and decision-making.</td>
<td>Candidate demonstrates using the principles and tools of collaboration by coordinating parity between individuals, grounded mutual goals, shared responsibility for participation and decision-making, and sharing accountability for outcomes.</td>
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</tr>
<tr>
<td><strong>C. Uses the theory and elements of effective collaboration. (CEC 7.1)</strong></td>
<td>Candidate demonstrates using the effective communication skill of being attentive to others’ contribution, and not interrupting others.</td>
<td>Candidate demonstrates using the effective communication skills of asking relevant questions, being attentive to others’ contribution, and not interrupting others.</td>
<td>Candidate demonstrates using the effective communication skills of asking relevant questions, being attentive to others’ contribution, not interrupting others, and react positively.</td>
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</tbody>
</table>
| **D. Uses the theory and elements of effective collaboration.**  
(CEC 7.1) | Candidate demonstrates using the active listening skill of putting events in the proper order. | Candidate demonstrates using the active listening skills of restating what another individual contributed to make sure the information is clear and putting events in the proper order. | Candidate demonstrates using the active listening skills of restating what another individual contributed to make sure the information is clear, putting events in the proper order, and summarizing so that everyone has an opportunity to agree or disagree with what was said. |
| **E. Serves as a collaborative resource to colleagues.**  
(CEC 7.2) | Candidate demonstrates using collaborative activities with the general and special educators, related | Candidate demonstrates using group problem-solving skills to develop, and implement | Candidate demonstrates using group problem-solving skills to develop, implement, and summarize so that everyone has an opportunity to agree or disagree with what was said. |
<p>| F. Serves as a collaborative resource to colleagues. (CEC 7.2) | Demonstrates being a collaborative resource to colleagues by recommending an assessment of a student’s needs, and competence. | Demonstrates being a collaborative resource to colleagues by recommending a functional and nonbiased assessment of a student’s needs, and competence derived from access to the | Demonstrates being a collaborative resource to colleagues by recommending a functional and nonbiased assessment of a student’s needs, and competence derived from access to the |</p>
<table>
<thead>
<tr>
<th>G. Serves as a collaborative resource to colleagues. (CEC 7.2)</th>
<th>Demonstrates being a collaborative resource to colleagues and families by recommending using relevant school resources to support and assist in meeting the student’s needs.</th>
<th>Demonstrates being a collaborative resource to colleagues and families by recommending using relevant school, and/or community resources to support and assist in meeting the student’s needs.</th>
<th>Demonstrates being a collaborative resource to colleagues and families by recommending using relevant school, community, city, and/or state resources to support and assist in meeting the student’s needs.</th>
<th>Demonstrates being a collaborative resource to colleagues and families by recommending using relevant school, community, city, state, and/or national resources to support and assist in meeting the student’s needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Uses collaboration to promote the well-being of individuals</td>
<td>Demonstrates using prior and current collaborations with the general and</td>
<td>Demonstrates using prior and current collaborations with the general and</td>
<td>Demonstrates using prior and current collaborations with the general and</td>
<td>Demonstrates using prior and current collaborations with the general and the</td>
</tr>
<tr>
<td>I. Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and</td>
<td>the special educators, including co-planning, co-teaching, and occasions of collaborating with the parent in assessing the needs of the student.</td>
<td>the special educators, including co-planning, co-teaching, and occasions of collaborating with the parent in assessing the needs of the student.</td>
<td>special educators, including co-planning, co-teaching, involvement on other special education teams, and occasions of collaborating with the parent in assessing the needs of the student and teaching the parent how to use appropriate behavior management and counseling techniques.</td>
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<td></td>
<td>Demonstrates using prior collaborations with the paraprofessional(s) to foster safety and emotional well-being, and positive social</td>
<td>Demonstrates using prior and current collaborations with the paraprofessional(s) to foster cultural understanding, safety and emotional well-being, positive social</td>
<td>Demonstrates using prior and current collaborations with the paraprofessional(s) to foster cultural understanding, safety and emotional well-being, positive social</td>
<td></td>
</tr>
<tr>
<td>J. Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. (CEC 7.3)</td>
<td>Candidate demonstrates that the team summarizes what needs to happen to support the student.</td>
<td>Candidate demonstrates that the team will produce a document that outlines the components of the intervention to maximize instruction for the student with exceptionalities. The document should outline what needs to happen to support the student, who is responsible for each aspect, and the monitoring procedure.</td>
<td>Candidate demonstrates that by the end of the meeting, the team will have produced a document that outlines the components of the intervention to maximize instruction for the student with exceptionalities. The document should outline what needs to happen to support the student, who is responsible for each aspect, and the monitoring procedure.</td>
<td>Candidate demonstrates that by the end of the meeting, the team will have produced a document that outlines the components of the intervention to maximize instruction for the student with exceptionalities. The document should outline what needs to happen to support the student, who is responsible for each aspect, the monitoring procedure, and when the team will reconvene to evaluate and</td>
</tr>
<tr>
<td>Scoring Guide:</td>
<td></td>
<td></td>
<td>determine the next steps.</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>46 - 52 exceeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39 - 45 proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 - 38 approaching</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>&lt; 33 below</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Audrey Cohen School for Human Services and Education

Elements of Teaching in Elementary Social Studies

Systems

COURSE INFORMATION

Instructor: Prof. Roberta Youngblood-Myricks
Phone: 973-289-7287
Email: Ryoungblood-myricks@mcny.edu
Office: Adjunct Room
Office Hours: TBD

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

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

1. Gain an understanding of the interdisciplinary dimensions of social studies instruction in elementary school.
2. Describe the subject knowledge and teaching strategies that must be coordinated for the effective teaching of social studies in elementary school.
3. Apply modes of historical inquiry in the teaching of social studies in elementary school.
4. Develop conceptual models that will assist elementary school students in understanding the world around them and their roles as citizens in an increasingly interdependent and diverse world.
5. Prepare a developmentally appropriate unit that is aligned to social studies standards.
6. Create engaging learning activities to enrich classroom experiences.
7. Develop and enhance knowledge, skills and professionalism through the pedagogy of effective elements of social studies in elementary school.


ADDITIONAL Materials:

Recommended Readings


Websites

- National Standards for Civics and Government
- [http://www.ncess.org](http://www.ncess.org)
- Engage New York
- Edutopia
- New York State Learning Standards for Social Studies
- Social Studies.org
- PBS.org
- The History Channel.org

Additional Sites

- Library of Congress
Fall 2016

- National Archives
- The Gilder Lehrman Institute
- Institute of American History

**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](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.*

**IF A HYBRID COURSE INCLUDE STANDARD DESCRIPTION:**

**Hybrid Course Format for a 3 credit course:**

All hybrid courses will be taught in the following format on a weekly basis:

- 2 credits will be delivered in a traditional onsite classroom for 1 hour and 50 minutes
- 1 credit will be mediated or monitored via Moodle.

**Note:** Each week's required online activity (or activities) will be equivalent to 50 minutes of in-class learning time.
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**

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>Examinations (Midterm &amp; Final)</td>
<td>50%</td>
</tr>
<tr>
<td>Written Assignments or Papers</td>
<td>5%</td>
</tr>
<tr>
<td>Projects</td>
<td>30% (Integrated Thematic Project)</td>
</tr>
<tr>
<td>Activities</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

**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:
Fall 2016

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.

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

Late Policy

Assignments are due on the date listed unless otherwise noted. You have two days after the due date to submit for credit to me via email. Please note, I will deduct 3pts each day the assignment is late. After the two-day grace period concludes, assignments will receive a zero unless discussed with me prior.

Online Schedule Sessions:

Session 5: February 6
Session 9: March 6
Session 12: March 27
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session Topic</th>
</tr>
</thead>
</table>
| **Session 1** | **Introduction to Teaching Elementary Social Studies**  <br> *Essential Question*: *What is Social Studies?*  
**Assignment Topics:**  
Chapter 1: **Defining Social Studies**  
- 10 Thematic Strands  
- National Council of Social Studies  
- Purpose of Teaching Social Studies  
**Hybrid Component:**  
- Review PPT on Kliebard’s 4 Types of Curriculum  
- Discuss **TWO** preferred Curriculum Types on Moodle Discussion Board  
**Homework:**  
- Read: Chapter 1  
- Discussion Board Submission **before Next Class**  
- Portfolio Assignment #1 (Persuasive Essay) - *Due on Moodle by Jan. 15th*  
- Handout- Internet Scavenger Hunt - **Due in class on Jan. 16th**  |
| **Session 2** | **Describing history and geographic perspectives**  
*Essential Question*: *What is the purpose of teaching history and geography in the elementary school?*  
**Assignment Topics:**  
Chapter 2: **Defining Geography**  
- National Standards for History & Geography  
- History & Geography content in the early grades |
**Hybrid Component**
- Review Intro to Geography PPT
- Discuss how you will enforce PEACCCE GAP in your classroom & share what the Makiguchi quote means to you on Moodle Discussion Board

**Homework:**
- Read: Chapter 2
- Review Rubric for Portfolio #2
- Discussion Board Submission before Next Class
- Portfolio #2-Letter to Cooperating Teacher- Due on Moodle by Jan 22nd

**Session 3**

**Political Science Economics and Related Social Sciences**

*Essential Question: How do you define the special perspectives of the social sciences?*

**Assignment Topics:**
- Chapter 3: Defining Social Sciences
  - Community Studies
  - Political science, economics, sociology and anthropology related activities to incorporate in the classroom
  - Bloom’s Taxonomy

**Hybrid Component**
- Review Bloom’s Taxonomy handout
- Continue reviewing PPT (start at Slide 14)
- Create and Record your own Geography song to upload on Moodle

**Homework:**
- Read: Chapter 3
- Review Rubric on Mini Lesson
- Develop a 1-2-minute presentation on a lesson plan that covers community Social Studies- Due in Class on Jan. 30th
- Geography Song-Letter to Cooperating Teacher- Due on Moodle by Jan 29th
Additional Requirement:

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

SOCIAL STUDIES LITERATURE
Read a book that relates to the area of Social Studies you are engaged with your class.
  a) How does this relate to the Social Studies Curriculum?
  b) How does this relate to promoting research and developing a Social Studies Project?
  c) Develop five questions (indicate grade level) that can promote accountable talk discussions and an essay amongst your students.
  d) Develop a lesson plan for a read-a-loud for your class using the workshop model.

The completed projects are due the last session of the course and can be included as an artifact piece for your portfolio.

INTEGRATED THEMATIC UNIT PROJECT

The Integrated Thematic Unit report should include the following:
  1.) Abstract
  2.) Section on related literature and internet resources
  3.) How is the thematic unit connected to:
      a.) Principles of Learning
      b.) Essential Understandings
      c.) Social Studies Core Curriculum
d.) Social Studies Standards

   e) Develop two lesson plans to be used in your thematic unit—one using the workshop model.

4.) Develop a curriculum map for the Integrated Thematic Unit as well as a graphic organizer.

5.) How is this Unit going to enhance students’ understanding of the economic, social and political issues of the time period?

6.) Develop a rubric to utilize in assessing your oral presentation.

7) Develop a rubric to utilize in assessing your children’s work.

8) Select a historical piece of literature which can be used as a read-aloud.

   For your Unit, create five questions that’s can be used in an accountable talk discussion. Develop a lesson plan, using the workshop model.

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

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

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

INTEGRATED THEMATIC UNIT RUBRIC

Candidate______________________________     Semester____________________________
Faculty Evaluator__________________________ Date__________________________

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

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

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

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

<table>
<thead>
<tr>
<th>6.Integration</th>
<th>ACEI 3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate number of lessons are included in unit</td>
<td>Inadequate number of lessons are included in unit</td>
</tr>
<tr>
<td>Lessons do not meet unit objectives</td>
<td>Lessons minimally meet unit objectives</td>
</tr>
</tbody>
</table>
| Lessons lacks goals | Lessons do not have clear goals | Lessons have clear goals | Lessons have clear goals and
<table>
<thead>
<tr>
<th>7. Lesson Plans</th>
<th>goals</th>
<th>insure that learners have a clear understanding of what is expected of them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACEI 3.2: Adaptation for Diverse Students</strong></td>
<td>Lessons make little or no adjustments for individual student differences</td>
<td>Lessons make minimal adjustments for individual student differences</td>
</tr>
<tr>
<td></td>
<td>Lessons do not use a variety of teaching strategies</td>
<td>Lessons minimally use a variety of teaching strategies</td>
</tr>
<tr>
<td></td>
<td>No attention to questioning strategies, activities, technology, and supplemental materials to present new information</td>
<td>Lessons minimally use questioning strategies, activities, technology and supplemental materials to present new information</td>
</tr>
<tr>
<td></td>
<td>Lessons lack constructive follow-up activities or homework</td>
<td>Lessons include follow-up activities or homework that minimally reinforce knowledge</td>
</tr>
<tr>
<td></td>
<td>Lessons do not inspire enthusiasm for topic</td>
<td>Lessons inspire little enthusiasm for topic</td>
</tr>
<tr>
<td></td>
<td>Lessons do not show creativity</td>
<td>Lessons show little creativity</td>
</tr>
<tr>
<td><strong>ACEI 3.3: Strategies for Critical Thinking</strong></td>
<td>Lessons make provisions for some/most individual student differences and adapt to diverse learners</td>
<td>Lessons make provisions for most/all individual student differences, including different developmental levels, ELL and students with disabilities, and successfully adapt to diverse learners</td>
</tr>
<tr>
<td></td>
<td>Lessons effectively use more than one teaching strategy to encourage students’ development of critical thinking, problem solving and performance skills</td>
<td>Lessons successfully use a range of teaching strategies to encourage students’ development of critical thinking, problem solving and performance skills</td>
</tr>
<tr>
<td></td>
<td>Lessons adequately use questioning strategies, activities, technology and supplemental materials to present new information and enforce knowledge</td>
<td>Lessons successfully use questioning strategies, activities, technology and supplemental materials to present new information and enforce knowledge</td>
</tr>
<tr>
<td></td>
<td>Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think critically</td>
<td>Lessons include follow-up activities or homework that successfully reinforce knowledge and encourage students to think critically</td>
</tr>
<tr>
<td></td>
<td>Lessons inspire strong enthusiasm for topic</td>
<td>Lessons inspire strong enthusiasm for topic</td>
</tr>
<tr>
<td></td>
<td>Lessons show some creativity</td>
<td>Lessons show exceptional creativity</td>
</tr>
<tr>
<td>8. Assessment</td>
<td>No evidence of evaluation</td>
<td>Only one assessment strategy is used</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>ACEI 4.0</td>
<td>Assessments are not incorporated into unit</td>
<td>Assessment is conducted at the end of the unit</td>
</tr>
<tr>
<td></td>
<td>Assessments are not tied to unit objectives</td>
<td>Assessments are minimally associated with unit objectives</td>
</tr>
<tr>
<td></td>
<td>Student feedback is not encouraged</td>
<td>Student feedback is rarely encouraged</td>
</tr>
<tr>
<td></td>
<td>Students are not encouraged to reflect on their performance</td>
<td>Students are minimally encouraged to reflect on their performance</td>
</tr>
</tbody>
</table>

Additional Comments (attach additional pages, if necessary)

<table>
<thead>
<tr>
<th>Sum of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Average (Divide total points by 8 and round score to nearest tenth)</td>
</tr>
<tr>
<td>Below 2.5 = Not Acceptable</td>
</tr>
</tbody>
</table>

**Note:** The Integrated Thematic Unit is used as the ACEI Program Assessment #7.
Audrey Cohen School for Human Services and Education

EDU 521 VAL: Classroom Management for Academic and Social Growth

Values and Ethics

Topically Integrating:
Project SAVE - SEM 521 VAL (one session)
DASA Training - SEM 522 VAL (three sessions)

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Patrick Ianniello, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:pianniello@mcny.edu">pianniello@mcny.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>713</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M-F 9:30 AM – 5:00 PM</td>
</tr>
</tbody>
</table>

Course Description

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

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

**Learning Objectives**

1. **Develop skills necessary to create and maintain an environment conducive to learning**

2. **Discuss the importance of the relationship between engaging instruction and effective classroom management**

3. **Connect classroom management theories to practice by observing, practicing, identifying and discussing examples of effective teaching strategies**

4. **Reflect on the effectiveness of various instructional strategies with respect to meeting the needs of all learners**

5. **Understanding diversity, bullying, harassment and discrimination, and provide prevention and intervention training for certification/licensure under the Dignity for All Students Act (DASA)**
Fall 2016

6. Develop the skills necessary to address misbehavior in the classroom and the prevention/intervention of school violence (Project SAVE)

Required Readings


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

Recommended Websites


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


Conflict Resolution Education www.creducation.org

Additional websites/videos assigned during the semester.

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**

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

**ASSESSMENT**

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

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Participation (including homework)</td>
<td>5%</td>
</tr>
<tr>
<td>Three Reflection Papers</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Two Education Law Lesson Plans</td>
<td>5% (2.5% each)</td>
</tr>
<tr>
<td>Motivational Lesson Plan &amp; Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td></td>
<td>100%</td>
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</table>
Course Assignments

All submitted assignments must be typed, double-spaced and uploaded into Moodle by the due date and designated time. A half-grade will be deducted for assignments submitted one calendar date late and full-grade will be deducted for assignments submitted two calendar days late. However, after that, the Moodle assignment submission site will be closed.

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

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

Three Reflection Papers: (5% each)
Throughout the semester you will complete three reflection papers. Specific directions will be given in class.

Two Education Law Lesson Plans (2.5% each)
One lesson plan on an area of safety education and one lesson plan on fire and/or arson prevention using the MCNY Lesson Plan Format.

Motivational Lesson Plan Presentation: (10%)
Each candidate will design a lesson plan using specific motivational strategies learned in class. The lesson plan should actually have been taught in school classroom during the semester. Each candidate will then present their lesson plan and results to the class.

Classroom Management Plan: (35%)
Each student will write a comprehensive Classroom Management Plan, which can be used in his or her own classroom when hired for teaching employment after graduation. You will reflect on what you have read, on our class discussions and on your experiences in the field. Then, you will
develop a plan that will enable you to create and maintain a learning environment conducive to optimal learning. Specific directions will be provided in class.

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

**Class Sessions (*Sessions 5, 9, and 12 will be on-line)*

1. **January 9: Introduction + Course Overview**
   - What are your expectations for the course?
   - Review syllabus + course assignments
   - Introduce the process of classroom management
   - Read Weinstein’s article on Culturally Responsive Classroom Management

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

2. **January 16: Designing the Physical Environment**
   - Introduce Steele’s six functions of classroom design
   - Evaluate diagrams of sample elementary classrooms
   - How can the physical design of the classroom be culturally responsive?
   - Discuss physical design of both your Purpose 1 and 2 Cooperating Teachers’ (CTs’) classrooms, or your own teaching job classroom (use constructive self-criticism)
3. **January 23: Establishing Norms for Behavior**
   - Introduce classic classroom management studies (Kounin and Emmer, Evertson and Anderson)
   - What is the difference between rules and routines?
   - Review case studies of teachers establishing rules and routines
   - Discuss how rules and routines can be culturally responsive
   - Brainstorm rules and routines for your own classroom

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

4. **January 30: What is learning and what is good teaching?**
   - What is active learning that promotes student engagement?
   - Introduce different teaching styles with the instructional continuum
   - Activity - Implementing all instructional techniques
   - Quality curriculum as the basis for student learning, effective instruction, and city/state requirements.

For Next Class: Read Chapters 8 and 11
Fall 2016

5. **February 6* ONLINE: Enhancing Student Motivation/ Designing and Implementing Effective Recitations + Designing and Implementing Effective Discussions**

- Introduce expectancy x value framework
- Introduce motivational strategies
- Activity – practice identifying motivational strategies in lessons
- Activity- applying strategies to our lessons
- Discuss research about extrinsic rewards + motivation
- Read Chapters 8 and 11
- For Next Class: Read Chapter 9, 10

For Session 6: Motivational Lesson Plan Presentation based upon #2 “For Your Portfolio” on Page 250. Be sure to identify and use strategies for increasing expectation of success and for increasing perceived value. (submit through Moodle and present next week in class)

Using the required readings and on-line resources create a lesson plan (MSED Lesson Plan Format) designed to address fire and arson prevention (Education Law 808)

6. **February 13: Strategies for Effective Independent Work/Small-Group Work, Motivational Lesson Plan Presentations**

- How much, when and why?
- Challenges for students and teachers
- Implications for practice
- Discuss differences between recitations and discussions
- Strategies for using both recitation and discussion effectively
Discuss difference between group work and cooperative learning

Introduce sample initial group tasks

Introduce and practice four principles of cooperative learning

Introduce and practice structured approaches to cooperative learning

For Next Class: Reflection Paper #3 (submit through Moodle),
For next class read Chapters 12 and 13

7. February 20: Preventing and Responding to School Violence

(SEM 521 VAL–Project SAVE) – 2 hours
Note: You are required to sign the seminar attendance sheet

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

For Next Class: Read Chapter 5

8. February 27: Helping Students with Special Needs

• Erickson’s Theory of Psychological Development
Fall 2016

- Discuss strategies for dealing with chronic misbehavior
- Activity- practice designing behavior modification plans
- Strategies for dealing with common special needs students (ELLs, IEPs, Poverty, etc.)

Using the required readings and on-line resources create a lesson plan (MSED Lesson Plan Format) designed to address one area of safety education (Prevention of Child Abduction -Education Law 803-a, or Safety Education - Education Law 806).

9. March 6* ONLINE: Integrating DASA -Dignity for All Students Act Training Part I (SEM 522 VAL) - 3 hrs.
   - Introduction to the Dignity Act
   - Understanding how school climate and culture have an impact on student achievement
   - Understanding the intent, components, and operational definitions present in the Dignity Act
   - Understanding the indicators and early warning signs of harassment, bullying, cyber-bulling, and discrimination
   - Reporting requirements for educators
   - How does school climate and culture have an impact on student achievement and behavior?
   - Understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention, and intervention and how to interact with families of victims and aggressors.

For Next Class: Read Chapter 3 – Building Respectful, Caring Relationships;

Please refer to the following course resources posted in Moodle:

Read all text references at the website, http://www.p12.nysed.gov/dignityact/ including: 1.) Guidance for Local Implementation; 2.) Guidance for Updating Codes of Conduct; 3.) Updated Dignity Act Brochure 4.) Amendment of Section 100.2 (jj), (c), (l) & 199.6 and 100.2 (kk) of the Commissioner of Education; 5.) Dignity Act Reporting Guidance Webinar; and 6.) Dignity Act Reporting Form
NYCDOE Chancellors Regulations A-443 (Discipline Code), A-830 (Student-to-Student Discrimination, Harassment, Intimidation, and/or Bullying)

View the video, Bullied: A Student, A School and a Case that Made History.

You will not become DASA Training certified unless you complete all of the on-line assignments in Moodle. Submit in Moodle before Session #8 the following assignments:

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

10. March 13: Integrating DASA -Dignity for All Students Act Training Part II (SEM 522 VAL) - 1 hr. 50 min.
   Note: You are required to sign the workshop attendance sheet
   - Understanding diversity, multi-cultural environments, and personal bias through class discussion and role playing related to the article I Don’t Think I Am Biased (Teaching Tolerance, spring 2010)
   - Using case studies to develop sensitivity through to the experiences of specific populations including actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender or sex and students who identify as LGBT
   - What are the needs of student populations that are most often targeted by harassment, bullying and discrimination and the impact on all students and their families? (KWL learning activity)

11. March 20: Integrating DASA -Dignity for All Students Act Training Part III (SEM 522 VAL) - 1 hr. 50 min. in-class
    Note: You are required to sign the certification workshop attendance sheet
    - Understanding how school climate and culture have an impact on student achievement and behavior
Fall 2016

- Intervention and prevention strategies that include interacting with families
- Overview of the Olweus Bully Prevention Program including viewing the video “Bullying and Prevention with the Olweus Program”
- Discussion on the CRE video, “Take a Stand. Teaching Students How to Stand up to Bullying”
- Applying strategies from HRSA’s “How to Intervene to Stop Bullying: Tips for in the Spot Intervention at School” to school vignettes
- Final Exam for DASA Training Certification

For Next Class: Read Chapter 6

12. March 27* ONLINE: Working with Families
   Discuss ways to increase students’ opportunity to learn in the classroom
   Evaluate these strategies in case studies
   Discuss barriers and benefits to involving parents in school
   Discuss strategies with parents of students with disabilities
   Discuss cultural influences and linguistic factors on the level family involvement

   For next Class submit the Classroom Management Plan

13. April 3: Classroom Management Plan Presentations
    For Next Class: Study for Final Exam

14. April 10: Final Exam
    Classroom Management Plan Presentations
    Bringing it all together.
    Final Exam
COURSE DESCRIPTION:
This course builds on the prior semester’s course, *Teaching and Learning Mathematics in the Lower Grades*. The purpose of this course is to learn how to teach mathematics to students in an integrated classroom in grades 4-6.

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

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

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

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

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

4. *Complete edTPA Task 4 – Reengagement Mathematics Lesson*

**REQUIRED READINGS:**


5. Other readings as distributed in the classroom

**Recommended Readings:**


URL: [http://standards.nctm.org/](http://standards.nctm.org/)


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

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

Everyday Mathematics Sampler Pack K-5: Overview, Sample lessons, Chart of content, and Chart for month-by-month “Guideposts.” (One set supplied to each student.)
TERC: Investigations in Number, Data, and Space (K-5) Developer: TERC. Publisher: Scott Foresman. URL: http://investigations.terc.edu/map/index.cfm

Useful Websites


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

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

Everyday Mathematics Sampler Pack K-5: Overview, Sample lessons, Chart of content, and Chart for month-by-month “Guideposts.” (One set supplied to each student.)
TERC: Investigations in Number, Data, and Space (K-5) Developer: TERC. Publisher: Scott Foresman. URL: http://investigations.terc.edu/map/index.cfm

Additional website links will be distributed in the classrooms
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. **Faculty will inform the class of the web requirements and the course schedule for individual sections of this course.**

IF A HYBRID COURSE INCLUDE STANDARD DESCRIPTION:

Hybrid Course Format for a 3 credit course:
All hybrid courses will be taught in the following
- 2 credits will be delivered in a traditional and 50 minutes
- 1 credit will be mediated or monitored via Moodle.

Note: Each week’s required online activity (or minutes of in-class learning time. It is separate and distinct from any homework you follow the course dates to see which activity

Additional website links will be distributed in the classrooms

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Grades will be computed based on a combination of the following:
- Examinations
  - Midterm…………………………………………………………15%
  - Final exam …………………………………………………….25%
- Working on line
  - Weekly necessary 120 minutes………………..………20%
(25%) Participation -- Explanation
You will design and present in class one to two edTPA Task 4 Math Reengagement lessons that integrate the ideas, models, teaching principles and strategies that were taught and practiced in this course and are articulated with the edTPA Elementary Education Assessment Handbook. It is mandatory that you use technology in your lesson and that you clearly demonstrate how you will differentiate instruction for students with disabilities.
Your written report following presentation should include the theoretical background, your lesson objectives, a description of the difficulties students encounter when learning your topic, your complete lesson plan, and reflections after your in-class presentation. **Your lesson presentation(s) should, ideally, precede your lesson(s) you will conduct in your school. That way you will benefit from your classmates input.**

10% of this grade will be associated with your edTPA work contains of the following components:

2% choosing a topic, bringing to class students’ work and analyzing it
3% mini lessons
5% uploading your edTPA responses to the prompts in a timely fashion

**Here are Ms Kimberly Apollo’s recommendation for edTPA**

1. **Candidates should bring in and analyze the student work of the students in their schools.**

   **BY bringing in the student work and using that student work to drive their lessons, will help candidates complete Task 4 better.**

2. **Class lessons will be coordinated with candidates’ analysis of the student work**
Candidates were given templates they could use to analyze student work. The benefits of the templates are it provides a clear visual of their students’ progress. This will make it easier for them to design their next lesson based on what they have observed. It also will help the Purpose 2 students in the written analysis for the edTPA.

3. Candidates should practice designing and implementing lessons on the topics assigned on IXL or in the readings.

Candidates should create and teach mini lessons as if their peers were their students. After the presentations, they should get feedback from their peers and also from the teacher e on how they did and what they could do to improve their lesson. Each week candidates should revise the next week’s lesson based on the feedback they received. This will again help the Purpose 2 students with the edTPA.

Classroom attendance and participation

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

Grading of quizzes, tests, exams and homework

This course prepares you to teach mathematics in New York City Public Schools. Consequently, grading for every question in quizzes and tests will be divided as follows: 1/3 for obtaining the correct answer and 2/3 for correctly showing the solution to the question. Occasionally, I will give bonus points for alternative, correct solutions.

To obtain the points for each assigned IXL homework exercise, you should obtain a score of 92 or higher (three medals), with no more than 4 mistakes in that particular exercise.
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Since this course prepares you to teach mathematics at the elementary level, **no calculators** (or any other electronic devices) will be permitted on quizzes, tests, or exams.

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

**Salient points**

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

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

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

With computer technology widely prevalent nowadays, and with students frequently more technologically proficient than their teachers or other adults, you must learn how to use technology in a classroom to facilitate student understanding of mathematical concepts, and to provide the students with a venue to practice their mathematical skills not only in the classroom but also at home. The students are expected to use technology to do their homework and for checking the accuracy of their responses. Infusion of technology in the classroom has been found effective not only when teaching regular classroom students but also when teaching students with disabilities. Consequently, in this class you will learn how to use Smart Board technology and its applications and how to use other application software available on the net. You will learn to use the National Library of Virtual Manipulatives (NLVM) as a teaching tool and you will continue working with IXL both as a teaching and assessment tool.
This course places a special emphasis on learning how to differentiate instruction and obtain the knowledge and skills to teach students with disabilities. This will require you to “think outside the box”: to understand WHY some students do not understand a concept that you’ve already explained and to learn how to teach mathematics concepts in a way that is understandable to ALL the students in the classroom, while accounting for students’ different skills and abilities, prior knowledge (or lack thereof), cognitive impairments, different processing skills and different learning styles.

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

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

**ATTENDANCE POLICY**

According to the MCNY Student Manual:

*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.*

**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.

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

Technology

The use of technology is an important component of learning, teaching, and assessment in this class. Three class sessions will be conducted on-line, based on assignments distributed in the classroom. The sates will be coordinated with the candidates. Them they will be announced in class and also posted on Moodle.

Class Sessions and Assignments
Session #1 Introductions and Overview of Goals
Preparation for Task 4, Math edTPA

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

-- Discuss Task 4, EdTPA

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

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

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

What Do I Need to Do?
Setting the Context
- Select a class. If you teach more than one class, select one focus class for this task.
- Provide context information. The Context for Learning Information questions are provided at the end of this handbook (no more than 3 pages, including prompts).
Identify a learning segment from which to select the assessment you will analyze for this task. Review the curriculum with your cooperating teacher and select a learning segment of 3–5 lessons (or, if teaching mathematics within a large time block, about 3–5 hours of connected instruction) that will include the student assessment (formative or summative).

Identify a central focus along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.

Briefly describe the instruction preceding the assessment using the Learning Segment Overview (no more than 2 pages).

2B. Diversity and Equity
- Disabilities / Multicultural and Social Equity
- Gender Equity / Gifted and Talented/ promising
- Differentiation

- The new Common Core standards

- Review mathematical skills: Operations with whole numbers

-Written Mathematics Assessment Test

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

Homework:
- Read Burns pages 24-36

Session #3. Teaching Operations with Integers
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- The real number line
- Integers
- Addition/subtraction of integers
- Multiplication/division of integers
- Powers of Integers

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

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

Analyzing Student Work

- Develop or adapt a formative assessment that will allow you to assess whole class learning. It should be an assessment to be completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
  ▪ conceptual understanding
  ▪ computational/procedural fluency AND/OR
  ▪ mathematical reasoning/problem solving skills
- Define the evaluation criteria you will use to analyze student learning related to the mathematical understandings described above.
- Collect and analyze the student work from the class and summarize learning in a narrative, chart, or table to identify patterns of learning within and across learners in the class.
- Select 3 work samples representing an area of struggle identified in your analysis and examine errors or misconceptions related to that area.
  Re-engaging Students in Learning Mathematics
- Identify a targeted learning objective/goal based on the analysis of student work samples.
- Design a re-engagement lesson based on the targeted learning objective/goal.
- Teach the re-engagement lesson. The lesson may be planned for one-on-one, small group, or whole class implementation.
- Collect and submit 3 examples of student work from the same students from the re-engagement lesson that provide evidence of student mathematical understanding (e.g., formative assessment or exit ticket.)
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- Analyze the effectiveness of the re-engagement lesson and consider its impact on student learning.

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

B. Building Number Sense through Estimation

- Continue reviewing previously learned skills: Operations with whole numbers

Homework:

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

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

Session #5. (Feb 8) Teaching Grouping Symbols and Order of Operations

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

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

Session #6. (Feb 15) Use of Software for Teaching/Learning Mathematics
- Smart Board and applications
- Other software applications: NLVM
- Singapore Math

**Homework:**
- Experiment with the Smart Board on your laptop
- IXL Grade 7: V1-V5:
- NLVM: Place value, Diffy, fractions pieces, fractions additions, percentages

**Session #7. (Feb 22) Teaching Fractions, Decimals, Percentages, Proportions**

**Class test on algebra**
- Teaching ratios and proportions
- Operations with fractions and decimals
- Teaching operations with percentages
- Word problems involving fractions and percentages

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

View Marilyn Burns’s videos:

“Teaching for Understanding: Part 1” Fractions and Garboards
“Teaching for Understanding: Part 3” Fractional parts
“Assessing Understanding: Part 3”
Review IXL Grade 5: V5
IXL Grade 6: AA7, J8, J9
IXL Grade 7: AA7, J8, J9
Session #8. Teaching Fractions, Decimals, Percentages, Proportions to Students with Disabilities
- Base-ten activities
- Tile Activities
- Fraction Kit
- Ratio and proportions
- Operations with fractions and decimals
- Operations with percentages
- Word problems involving fractions and percentages

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

Session #9. Teaching Geometry
- Sorting space figures
- Circles
- Similarity and congruence
- Tesselations
- Perimeter and areas
- Volume and surface area
- Review for geometry test

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

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

Session #10. Teaching Data and Measurement
- Circles
- Clocks
- Graphing
- Nonstandard measurement
- Perimeter and area activities

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

Session #11. Teaching Probability and Statistics
- graphs
- mean, median, mode
- probability experiments

Homework:
Read Burns pages 343-348

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

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

Read Burns Pages 304-310

Session #12. Teaching Functions and Elementary Algebra
- patterns
- variables
- evaluating algebraic expressions
- solving linear equations

**Homework:**
IXL Grade 7: Z1-Z7
IXL Grade 7: AA1-AA4

Session #13. Review for the Final Exam

Session #14. Final Exam (no calculators)