M.S. in Education and Special Education

Grades 7-12

SEDN 675

Field Experience

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SEDN 675 Field Experience

Special Education, Grades 7-12

TOURO UNIVERSITY
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Welcome to the SEDN 675 Field Experience!

The following pages constitute a student guide prepared to facilitate your work for the course. Field Experience consists primarily of actively observing your cooperating teacher and assisting him/her in performing various activities in the classroom. You will perform Field Experience in a Special Education classroom.

There will also be 3 mandatory live group meetings with your instructor held at the beginning, middle, and end of the semester. These provide you with an opportunity to discuss matters regarding your experiences in the classroom, ask questions about course requirements, and meet other students. All students are required to attend these meetings (medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member). Your SEDN 675 instructor should be contacting you during the first two weeks of the semester.

When choosing a classroom and cooperating teacher to work with, keep the following in mind:

- All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms during and at the conclusion of the semester.
- Your cooperating teacher must have a master's degree and at least 3 years of teaching experience.
- You cannot spend your Field Experience in only one age/grade level. Make sure you work in both two of the following age/grade levels:
    - 7th – 9th grade
    - 10th – 12th grade
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong General Education component is acceptable as a General Education placement.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Certified teachers will have a reduced number of required hours to spend in the classroom. Please see the table on the next page for details. Note: Internship Certification is not considered certification.

We hope the following pages of the Student Guide help facilitate your work and make your Field Experience/Practicum course a positive learning experience. If we can be of any assistance, feel free to contact us.

Sincerely,

The Office of Clinical Practice

Required Classroom Hours SEDN 675

	Non-certified Teachers	**Certified Teachers**
Field Experience	▪ 50 hours in Special Education classroom 7-9 classroom ▪ 50 hours in Special Education classroom 10-12 classroom	▪ 25 hours in Special Education classroom 7-9 classroom ▪ 25 hours in Special Education classroom 10-12 classroom
Total hours	100 hours	50 hours

SEDN 675: Field Experience
Special Education, Grade 7 - 12

Course Description:

Students complete 50 hours of field experience in work with students with disabilities at the grade 7-9 level and 50 hours of field experience with students with disabilities at the grade 10-12 level. (Inclusion classes with strong special education components are acceptable.) All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Over the course of the field experience and practicum courses, some work is done in a high-need school or a school serving a high- need community. Students keep time sheets of their hours, logs in which critical incidents are recorded and analyzed, respond to questions about grade 7-12 special education, and complete two term papers. The course includes scheduled group meetings. An assigned Touro University faculty member meets with students at their field experience sites and evaluates student work for the course. (Please note: This course must be taken within the first 18 credits of graduate study.)
3 credits

Note:
- *Students may not register for SEDN 675 and SEDN 678 during the same semester.*
- *Time spent during preparation periods not used for student teaching purposes, such as lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Practicum requirements.*

Course Requirements:
- Attendance at class meetings. The only excused absences are with a doctor's note or with the approval of the department chair.
- School administration certification form completed and submitted
- Documentation of hours and days, signed by student and cooperating teacher or supervisor
- Activities checklist submitted
- All signed forms from the Student Guide submitted
- Cooperating Teacher's Evaluation Forms submitted
- Course Evaluation Forms submitted
- All course activities and assessments

Student Learning Outcomes:

- Students will document, in a professional fashion, observations of various classroom and school-related activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of individual students within the framework of various classroom activities.
- Students will demonstrate the ability to relate respectfully and empathically to students on a one-to-one basis and in group activities.
- Students will demonstrate a growing knowledge of educational needs of young children, including children with disabilities, and an ability to apply knowledge in their relationships with the children with whom they work.
- For the Practicum segment of the course, student teachers will demonstrate successful presentations of lessons/activities appropriate to the class or group level, showing sensitivity to the strengths and limitations of the students.
- Students will demonstrate growing ability to check for student understanding of a lesson.
- Students will demonstrate a growing ability to check for student understanding of lesson presentations and assess student learning.
- Students will appropriately apply NYS Learning Standards, NAEYC Standards, and CEC standards in their work.
- Students will demonstrate sound grounding in principles of child development and learning and cognitive education.
- Students will demonstrate awareness of educational technology resources and ability to use technology for instruction.
- Students will demonstrate ability to relate constructively to students in group activities.
- Students will demonstrate satisfactory presentation of at least one formal lessons which is appropriate to the strengths and limitations of the children with whom they work. Students will present lesson plans for the observed lessons and discuss how they plan to assess student learning for the observed lessons.
- Students will demonstrate ability to assess for understanding and use such assessment results for improvement of teaching and learning.
- Students will demonstrate an ability to use supervision in a constructive manner.
- Students will submit final projects that demonstrate the ability to make use of and conduct research as well as good analytical and writing skills.

University Statement on Needed Accommodations/Adaptations

Any students with a disability seeking accommodations under the Americans with Disability Act of Section 604, The Rehabilitation Act, are required to self-identify with the Office of Disability Services. See the professor/instructor in advance for classroom accommodations, access to technology or other assistance if needed.

University Statement on Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the university community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University 2, requires that a student or researcher:

1. Properly acknowledge and cite all ideas, results, or words originally produced by others.
2. Properly acknowledge all contributors to any piece of work.
3. Obtain all data or results using ethical means.
4. Report researched data without concealing any results inconsistent with student's conclusions.

5. Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress.

6. Uphold ethical principles and the code of the profession for which the student is preparing.

Students must avoid all acts of dishonesty, including, but not limited to the following:

1. Cheating
2. Plagiarizing (presenting work or ideas of others as your own)
3. Fabricating (making up information, data, or research results)
4. Tampering (unauthorized removal or alteration of University documents, software, equipment, or other academic-related materials, including other students' work)
5. Lying
6. Working with others when assignments or exams require individual work
7. Making unauthorized copies of copyrighted material
8. Facilitating or tolerating the dishonest of others

Adherence to these principles is necessary to ensure that:

1. Proper credit is given for ideas, words, results, and other scholarly accomplishment.

2. No student has an inappropriate advantage over others.

3. The academic and ethical development of students is fostered.

4. The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

The following Internet resources may be helpful when checking for plagiarism: Plagiarism Checker, TurnItIn, DupliChecker.

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To Whom It May Concern:

This letter is to introduce our Field Experience student. Students in our program complete the requirements for dual certification in General Education and Special Education on the early childhood, elementary school, middle school or secondary school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offer opportunities for theory to be applied in practice. An assigned Touro faculty member observes students at their placement locations to assist them with maximizing the benefits of their Field Experience course. We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Field Experience phase of training

1. The opportunity to observe lessons and discuss strategies
2. The opportunity to plan lessons with the cooperating teacher and on his or her own
3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies
4. The opportunity to interact with students in a range of educational settings

In order to focus students in their observations and to document time spent in class, students have a number of forms to complete for their work in the Field Experience course. Please explain to your Field Experience student the daily routines you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

A Touro faculty instructor/supervisor will support the student at work in the classroom.

Sincerely,

The Office of Clinical Practice

Dear School Administrator,

We are pleased that a Touro College graduate student is completing his or her Field Experience or Practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with appropriate state guidelines.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our Field Experience/Practicum courses.

Sincerely,

The Office of Clinical Practice

Student Name: _____ Touro ID #_____ Course number _____

School Name & Address: _____ School phone number: _____

Administrator's Name _____ Administrator's Email _____

I attest to the fact that _____ is a state or city accredited school, in the state/city of _____.

School name/number _____

Administrator's Signature_____

_____	_____	_____	_____
Cooperating teacher's name	Cooperating teacher's email	Grade	Type of Class
_____	_____	_____	
Type of teacher cert.	Date	State	
_____	_____	_____	_____
Cooperating teacher's name	Cooperating teacher's email	Grade	Type of Class
_____	_____	_____	
Type of teacher cert.	Date	State	

Field Experience Activity Checklist

During Field Experience, you will have the opportunity to observe an experienced teacher at work in the classroom. You will get the chance to watch formal lessons as well as see social interaction among students. During this component of your Field Experience course, you will help out the classroom teacher in many ways. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she can check off each activity as it is completed and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

1. ***Instructional Responsibilities:***
   ____Observe all the bulletin boards in and outside the classroom
   ____Be able to stand in front of the class and give a mini-lesson or administer a test (A mini-lesson can be reading a story, giving an assignment)
   ____Demonstrate the ability to prepare a lesson plan with the cooperating teacher
   ____Observe student work, projects, papers, etc.
   ____Take class attendance
   ____Learn of classroom procedures: bathroom, raising hands, entering and dismissal

2. ***Student Assessment and Program Evaluation:***
   ____Help grade papers for cooperating teacher
   ____Assist teacher (as directed) with formal and informal assessments (online and in print)
   ____Note the use of Evidence-Based Instruction, Data Driven Instruction, etc.
   ____Assist teacher (as directed) with IEP, SESIS and/or with the review of student goals
   ____Assist with the setup and use of technology (e.g., LCD projectors, Smartboard Technology)

3. ***Program Maintenance:***
   ____Be aware of emergency procedures (fire drills, shelter drills, intruder alert, etc.)
   ____Have knowledge of the layout of the school (auditorium, principal's office, etc.) bathrooms, security desk, support staff, assistant principals, cafeteria.

4. ***Classroom Management:***
   ____Observe how teacher handles behavior problems
   ____Help with emergency situations
   ____Participate in supervisory duties on the playground, in the cafeteria, bus duty, etc.
   ____Demonstrate knowledge of reporting procedures to parents
   ____Observe educational approaches (i.e., Differentiated Instruction, Response to Intervention - RTI)

5. ***Professional Responsibilities:***
   ____Be knowledgeable of the school calendar and school events (parent-teacher conferences, special programs, etc.)
   ____Become knowledgeable of NYS Learning Standards and Next Generation Standards used in the classroom
   ____Note the use of lesson plan formats (e.g., Universal Design for Learning - UDL)

6. ***Additional Teaching Experiences:***
   ____Observe specialists PE Teacher ___Speech Clinician __ Art Teacher ___ Reading Teacher____
   ____Music Teacher ___Gifted/Talented Teacher ___ Special Education Teacher___
   ____English as a Second Language Teacher_____ Technology Teacher_____

7. *Remote Experiences:*

_____Set Up a Digital Classroom

_____Teach Synchronously with Video Conferencing

_____Provide Instruction Asynchronously with Pre-Recorded Video Tutorials

_____Use HyperDocs to Create Dynamic Independent Studies

_____Use Personalized Learning & Student Engagement Platforms

_____Make Student Thinking Visible

_____Use Creativity Apps for Authentic Learning Experiences

_____Provide Meaningful Feedback

_____Build Better Connections with Families

SEDN 675: Field Experience Timesheet

Name: _____

Field Experience in Special Education grade 7-9   **Field Experience in Special Education grade 10-12**

School_____ Grade_____   School _____ Grade _____

Non-certified teachers: 50 hours

Certified teachers: 25 hours

Non-certified teachers: 50 hours

Certified teachers: 25 hours

Date	Begin	End	Hours	Coop./ Supv. Teach.		Date	Begin	End	Hours	Coop./ Supv. Teach.
Total Hours:						Total Hours:				

Field Experience Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five-point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine their grade in this course. Your cooperation and assistance are greatly appreciated.

Practicum Student: _____ Course: _____ Semester: _____
Practicum Instructor: _____
Cooperating Teacher: _____ Grade: _____ Type of Class: _____ Room #: _____
School Name and Address: _____

Strongly Disagree   **Strongly Agree**

1) APPEARANCE   1   2   3   4   5
   - The Field Experience student dresses and grooms in a reasonably appropriate manner.

2) PUNCTUALITY   1   2   3   4   5
   - The Field Experience student is on site for the agree-upon time period each day.

3) ATTENDANCE   1   2   3   4   5
   - The Field Experience student's absences are minimal.

4) INITIATIVE/CREATIVITY 1   2   3   4   5
   - The Field Experience student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities.

5) JUDGEMENT   1   2   3   4   5
   - The Field Experience student uses good judgment in responding to children across a range of contexts and situations.

6) RAPPORT   1   2   3   4   5
   - The Field Experience student develops positive relationships with children, parents, administrators, teacher, and other school staff.

7) RAPPORT WITH STUDENTS WITH DISABILITIES
                          1   2   3   4   5
   - The Field Experience student demonstrates an ability to relate constructively to students with disabilities.

8) VERBAL SKILLS   1   2   3   4   5

- The Field Experience student speaks in a clear, easily audible voice.

	Strongly Disagree			**Strongly Agree**	

9) WRITTEN WORK   1   2   3   4   5
- The Field Experience student writes on boards and charts in a legible, well—organized fashion.

10) ORGANIZATION AND PREPARATION
                          1   2   3   4   5
- The Field Experience student is well-prepared in regard to materials with which he or she is called to assist.

11) CLASSROOM MANAGEMENT
                          1   2   3   4   5
- The Field Experience student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

12) PROFESSIONAL KNOWLEDGE
                          1   2   3   4   5
- The Field Experience student is familiar with the content area in which he or she is working with children.

13) KNOWLEDGE OF LEARNING STANDARDS
                          1   2   3   4   5
- The Field Experience student demonstrates knowledge of NYS/Learning Standards

14) KNOWLEDGE OF COMPUTER/TECHNOLOGICAL APPLICATIONS
                          1   2   3   4   5
- The Field Experience student demonstrates ability to appropriately use educational technology

15) USE OF SUPERVISION   1   2   3   4   5
- The Field Experience student integrates suggestions made during supervision into work with children.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

____culturally diverse populations   ____ children with special learning needs
____ English language learners   ____ children from high need communities

Additional comments:

_____
_____
_____

Recommendations:

_____

_____

_____

Cooperating Teacher's signature: _____ Date: _____

Practicum Student's signature: _____Date: _____

In-Class or Video Lesson Analysis Template

Candidate's Name:	Touro Candidate's ID:
School:	Date: Room number: Grade:
Subject:	Type of Class:
Lesson Topic:	Video name and link or Cooperating Teacher name:
Danielson Rubric Domain: Specify Component and Indicators:	HLP(s) (number, title, and description):

Description of the Context

Include the following important data: Briefly describe the classroom environment (e.g., number of students, seating arrangement, types of student-teacher interactions, classroom rules, behavior patterns and management, etc.).

Lesson Plan:

Lesson Objective(s) (measurable):

Resources:

Clemson University. (n.d.). *Bloom's taxonomy action verbs*. Retrieved from
http://www.tamug.edu/AcademicAffairs/documents/Blooms_Taxonomy_Action_Verbs.pdf

Applicable Learning Standard(s):

Resources:

New York State Next Generation English Language Arts and Mathematics Learning Standards. (2017, July 6).
NYDOE. Retrieved September 29, 2020, from https://www.engageny.org/next-generation-learning-standards

Link with Prior Knowledge:

Resources:

Ferlazzo, L. (2018, March 29). *Activating Prior Knowledge With English Language Learners*. Retrieved December
07, 2020, from https://www.edutopia.org/article/activating-prior-knowledge-english-language-learners

Key Vocabulary with Definitions:

Resources:

Finley, T. (2014, January 02). *8 Strategies for Teaching Academic Language*. Retrieved December 11, 2020, from
https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley

Materials and Resources (APA format):

Resources:

The IRIS Center. (2009). *To meet the needs of the widest range of students, what should teachers consider when planning their instruction?* Retrieved from https://iris.peabody.vanderbilt.edu/module/udl/cresource/q2/p05/

Motivation:

Resources:

 Willis, J. (2019, September 30). *Maintaining Students' Motivation for Learning as the Year Goes On.* Retrieved December 07, 2020, from https://www.edutopia.org/article/maintaining-students-motivation-learning-year-goes

Lesson Plan Procedures (Include 1. Strategies used 2. Peer collaboration 3. Grouping 4. Modeling/Think aloud):

Resources:

Grafwallner, P. (2019, April 19). *A Framework for Lesson Planning.* Retrieved December 07, 2020, from https://www.edutopia.org/article/framework-lesson-planning

Questions asked (at least 5): (Use your timestamped low inference notes. Cite the questions asked and evaluate them for DOK levels to indicate higher order thinking.)

Resources:

Webb, N. L. and others. (2005, July 24). *Web Alignment Tool. Wisconsin Center of Educational Research.* University of Wisconsin-Madison. Retrieved December 07, 2020, from https://www.state.nj.us/education/AchieveNJ/resources/DOKWheel.pdf

Medial Summary (Formative assessment):

Resources:

Knowles, J. (2020, July 17). *Teachers' Essential Guide to Formative Assessment*. Retrieved December 07, 2020, from https://www.commonsense.org/education/articles/teachers-essential-guide-to-formative-assessment

Differentiated Instruction (1. Leveled materials 2. Grouping strategies 3. Assessment 4. UDL/CRT applications):

Resources:

The IRIS Center. (2010). *Differentiated Instruction: Maximizing the Learning of All Students.* Retrieved from https://iris.peabody.vanderbilt.edu/module/di/

Opportunities for Practice:

Resources:

Sebikindu, L. (2020, August 21). *Guided vs. Independent Practice*. Retrieved from https://www.teachhub.com/professional-development/2020/08/guided-vs-independent-practice/

Final Summary: (Lesson closing)

Resources:

American Board. (n.d.). *Lesson Closure*. Retrieved January 04, 2021, from https://www.americanboard.org/ptk/lesson-closure/

Assessment (Summative):

Resources:

Garrison, C., Ehringhaus, M. (2013, Aug.) *Formative and Summative Assessments in the Classroom*. Retrieved December 07, 2020, from https://www.amle.org/portals/0/pdf/articles/Formative_Assessment_Article_Aug2013.pdf

Classroom Management:

Resources:

Finley, T. (2017, June 06). *19 Big and Small Classroom Management Strategies*. Retrieved December 07, 2020, from https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley

Attention to Multicultural Issues:

Resources:

The IRIS Center. (2012). *Classroom diversity: An introduction to student differences.* Retrieved from
https://iris.peabody.vanderbilt.edu/module/div/

Lessons Learned: Lesson Inferences

Description of Classroom Activities as related to the chosen Danielson Rubric's Domain (Component and Indicator)	Timestamped evidence from low-inference notes, cite teacher/student communication.	Analysis
Description of Classroom Activities as related to the chosen HLP(s)	Timestamped evidence from low-inference notes, cite teacher/student communication.	Analysis

What went well in the lesson with evidence ("glow")

Explain what you learned during the lesson, learning strategies/activities/assessments implemented in the lesson, and what you may plan to use in your future practice.

Suggestion for improvement with references ("grow")

References:

Lesson Planning Reflection:

Explain how you planned and differentiated instruction for the 2 focus learners. Support with 3 examples from the lesson plan.
1. Identify the areas of growth you need to address in lesson planning. 2. Explain what kind of strategies/activities as related to instruction and assessment you may plan to use in your future practice.

References:

Portrait of a Focus Learner Self-Checklist for Lesson Simulation

	Complete	Incomplete
Focus learner's primary classification per IEP	Focus learner's classification as identified in the IEP is described.	Focus learner's classification as identified in the IEP is not described
Focus learner's strengths and challenges and their potential impact on learning instruction and the learning targets.	Focus learner's strengths and challenges and the strengths and challenges' potential impact on learning instruction and the learning targets are described.	Focus learner's strengths and challenges and the strengths' and challenges' potential impact on learning instruction and the learning targets are not described.
Focus learner's interests, aspirations and passions	Focus learner's interests, aspirations and passions are described with examples.	Focus learner's interests, aspirations and passions are not described.
Focus learner's likes and dislikes	Focus learner's likes and dislikes are described with examples.	Focus learner's likes and dislikes are not described.
Anything else the teacher deems important		

Learning Segment Plan Framework

SEGMENT PLAN OUTLINE

NAME: _____   **DATE:** _____

1. **SUBJECT**:

2. **GRADE LEVEL:**

3. **TYPE OF CLASS:**

4. **UNIT PLAN TITLE:** *Describe 4 to 6 connected segments of learning*

SEGMENT PLAN TITLE: *Describe one segment of learning (A set of 3–5 lessons that build one upon another toward a learning goal, with a clearly defined beginning and end.)*

5. **PRE-ASSESSMENT OF STUDENTS KNOWLEDGE AND SKILLS**:

Determine level of academic language and/or communication needs of the general population and your Focus student, as it relates to their background and their ability and level of English Language Learning. Describe the results of prior learning of other segments and their level of comprehension or composing based on formal and informal assessments you used to gather data. Include reference to related skills.

6. **STUDENTS' PERSONAL INTERESTS/CULTURAL/COMMUNITY ASSETS**:

Summarize data for the entire class, groups and focus students. Indicate the area to be reflected in your segment of lessons.

7. **CENTRAL FOCUS:**
What is the important understanding and core concept(s) that you want students to develop within the lesson? The central focus/learning target should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment

8.   **STANDARDS:**

What State Learning Standards will be addressed during the lesson? (include the standard's number, text, and link)

9. **INSTRUCTIONAL LEARNING OBJECTIVES/LEARNING TARGET:**

What will the students know and be able to do by the end of the lesson(s)? (You can enumerate the objectives for each lesson. Use observable language related to the standards, with measurable verbs and provide assessment outcome data.)

10. **ESSENTIAL LITERACY STRATEGY:**

Clearly describe the strategy to be taught and literature used to improve comprehension or composing. The essential literacy strategy, related skills, and language.

11. **LANGUAGE FUNCTION:**

Choose one from bloom's taxonomy. This active verb tells what students will do with the Essential Literacy Strategy.

12. **LANGUAGE DEMANDS: RELATED SKILLS**

*However, you must teach instructional and contextual vocabulary as an aspect of academic language. What language (**syntax** and **discourse**) skills will students be expected to utilize when demonstrating their understanding and skills related to the lesson objectives?*

    A. VOCABULARY: LIST
       a. Content: words and/or phrases
       b. Instructional: words and/or phrases

Choose 1 and/or 2: Syntax and/or Discourse

    B. SYNTAX: *Based on a pre assessment, decide on the need to teach a skill*

related to teaching the essential literacy strategy and language demand: The use of sentence structure, grammar, punctuation, spelling, transition words related to the language function, etc.

    C. DISCOURSE: *Written or oral to show language acquisition.*

13. KEY LEARNING TASK(S)

Provide a brief description of the 3 to 5 sequential lessons which build upon each other.

Lesson 1 Title: *Describe what you will model, and students will watch and then participate in helping you complete the model.*

Lesson 2 Title: *Describe what students will practice while you help them.*

Lesson 3 Title: *Describe what students will do while you watch them. This last lesson is an assessment of their ability to independently demonstrate their ability to use the Essential Literacy Strategy and related skill(s). it will indicate whether your segment of learning was successful. Note that some classes may need more than one practice lesson. Consider one or two additional practice lessons before the last lesson.*

Resources and Materials

Resources:
What books, handouts, digital resources, guest experts, library, field trip locations, etc. will you use?

Materials:
What materials will be needed (worksheets, games, projector, Smartboard, paper, pencils, art supplies, cards, post-its, etc.)

Sources:
If ideas in this lesson were based on work from others, acknowledge your sources here.

NOTE: *Attach and/or embed any relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.*

Prior Academic Learning and Prerequisite Skills

Prior Academic Learning and Prerequisite Skills:
What prior knowledge and skills do students need to build upon in order to be successful in this lesson?

Misconceptions:
What are common misconceptions regarding the concepts addressed in this lesson?

UNIVERSAL DESIGN FOR LEARNING & DIFFERENTIATED INSTRUCTION

A. WHOLE CLASS - Universal Design for Learning strategies

B. GROUPS - Universal Design for Learning strategies

C. FOCUS STUDENTS - Differentiated accommodations, modifications, and supports for classified, ELL, struggling/gifted students

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Lesson Plan One Details
Write a detailed outline of your lesson, including instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand it well enough to use it. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines. **Note:** *The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.*

	What Teacher Will Do:	What Students Will Do:
Beginning the Lesson/Introduction **Minutes [ ]** *How will you **pique interest and/or curiosity** regarding today's topic?* *How will you **activate and build** on prior knowledge and experiences related to the topic?* *How will you **set a purpose** and help students learn why today's lesson is important to them as readers/writers/learners?*		
Introducing New Content/Skills **Minutes [ ]** *How will you **introduce and explain** the new information or skills so that students will understand both the how and the why?*		

	What Teacher Will Do:	What Students Will Do:
Guided Practice **Minutes [ ]** *How will students be supported as they practice the new skill or interact with the new content?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		
Independent Practice **Minutes [ ]** *How will students practice the new skill or interact with the new content independently?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		

	What Teacher Will Do:	What Students Will Do:
Closing the Lesson **Minutes [ ]** *How will you restate, clarify key concepts, extend ideas, check for understanding?* *How will you engage students in reflection on how the content/skills learned today can be used as readers/writers/learners?* **Summative Assessment:** [see the Assessment Guide below for further assistance] *How will students share or demonstrate the extent to which they met the lesson's learning objectives?*		

Accommodations/Differentiation: *Justify your accommodations/modifications with research from the literature*

Students with Special Needs or IEPs:
What will you do to differentiate instruction to meet special needs or accommodate students' special needs or IEP requirements?

English Learners:
What will you do to support students whose first language is not English?

Lesson Plan Two Details
*Write a detailed outline of your lesson, including instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand it well enough to use it. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines. **Note:** The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.*

Beginning the Lesson/Introduction **Minutes [ ]** *How will you **pique interest and/or curiosity** regarding today's topic?* *How will you **activate and build** on prior knowledge and experiences related to the topic?* *How will you **set a purpose** and help students learn why today's lesson is important to them as readers/writers/learners?*	**What Teacher Will Do:**	**What Students Will Do:**
Introducing New Content/Skills **Minutes [ ]** *How will you **introduce and explain** the new information or skills so that students will understand both the how and the why?*	**What Teacher Will Do:**	**What Students Will Do:**

	What Teacher Will Do:	What Students Will Do:
Guided Practice **Minutes [ ]** *How will students be supported as they practice the new skill or interact with the new content?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		
Independent Practice **Minutes [ ]** *How will students practice the new skill or interact with the new content independently?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		

	What Teacher Will Do:	What Students Will Do:
Closing the Lesson **Minutes [ ]** *How will you restate, clarify key concepts, extend ideas, check for understanding?* *How will you engage students in reflection on how the content/skills learned today can be used as readers/writers/learners?* **Summative Assessment:** [see the Assessment Guide below for further assistance] *How will students share or demonstrate the extent to which they met the lesson's learning objectives?*		

Accommodations/Differentiation: *Justify your accommodations/modifications with research from the literature*

Students with Special Needs or IEPs:
What will you do to differentiate instruction to meet special needs or accommodate students' special needs or IEP requirements?

English Learners:
What will you do to support students whose first language is not English?

Lesson Plan Three Details
*Write a detailed outline of your lesson, including instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand it well enough to use it. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines. **Note:** The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.*

	What Teacher Will Do:	What Students Will Do:
Beginning the Lesson/Introduction **Minutes [ ]** *How will you **pique interest and/or curiosity** regarding today's topic?* *How will you **activate and build** on prior knowledge and experiences related to the topic?* *How will you **set a purpose** and help students learn why today's lesson is important to them as readers/writers/learners?*		
Introducing New Content/Skills **Minutes [ ]** *How will you **introduce and explain** the new information or skills so that students will understand both the how and the why?*		

	What Teacher Will Do:	What Students Will Do:
Guided Practice **Minutes [ ]** *How will students be supported as they practice the new skill or interact with the new content?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		
Independent Practice **Minutes [ ]** *How will students practice the new skill or interact with the new content independently?* **Formative Assessment:** [see the Assessment Guide below for further assistance] *How will you monitor learning/check for understanding during these activities?*		

	What Teacher Will Do:	What Students Will Do:
Closing the Lesson **Minutes [ ]** *How will you restate, clarify key concepts, extend ideas, check for understanding?* *How will you engage students in reflection on how the content/skills learned today can be used as readers/writers/learners?* **Summative Assessment:** [see the Assessment Guide below for further assistance] *How will students share or demonstrate the extent to which they met the lesson's learning objectives?*		

Accommodations/Differentiation: *Justify your accommodations/modifications with research from the literature*

Students with Special Needs or IEPs:
What will you do to differentiate instruction to meet special needs or accommodate students' special needs or IEP requirements?

English Learners:
What will you do to support students whose first language is not English?

NOTE: Each lesson plan is a short version of the segment plan. For example, each lesson should include only the standard(s) and objectives relative to that particular lesson. Be certain to include a closing activity in each lesson plan.

Also, Language Demands and Assessments may be different in each lesson plan. The Key Learning Task in Lesson 1 may be to model the ELS and to teach vocabulary. In Lesson 2 this may no longer be necessary because the emphasis is on having students practice what you modeled.

*Segment framework design adapted from Dr. Fran Meyer and Touro GSE

Integrated Concept-based Unit Plan: You will design a short instructional mini-unit of 3-5 lessons while teaching Math/ELA content. If you design Math subject also teach one literacy strategy.

Rubric: Learning Segment

	4	3	2	1
Central Focus	Learning Segment follows UbD framework and UDL Guidelines. The standards, learning objectives, learning tasks all related to the central focus. NYSED Math/ELA Theme, standards, Key Idea, and related Conceptual Understanding(s) are clear and age/developmentally appropriate. Learning objectives are measurable in all three (3) lessons and attainable, and an essential literacy strategy is clearly address. Pre-requisite skills and reading/writing connections are	Learning Segment follows UbD framework and UDL Guidelines. The standards, learning objectives, learning tasks all related to the central focus. NYSED Math/ELA Theme, standards, Key Idea, and related Conceptual Understanding(s) are clear and/or age/developmentally appropriate. Learning objectives are measurable in all three (3) lessons and attainable, and/or an essential literacy strategy is clearly address. Pre-requisite skills and reading/writing connections are described. Three (3)	Learning Segment follows UbD framework and UDL Guidelines. The standards, learning objectives, learning tasks somehow related to the central focus. NYSED Math/ELA Theme, standards, Key Idea, and related Conceptual Understanding(s) are clear and/or age/developmentally appropriate. Learning objectives are measurable in two (2) out of three (3) lessons and attainable, and/or an essential literacy strategy is clearly address. Pre-requisite skills and/or reading/writing connections are	Learning Segment follows UbD framework and UDL Guidelines. The standards, learning objectives, learning tasks somehow related to the central focus. NYSED Math/ELA Theme, standards, Key Idea, and related Conceptual Understanding(s) are clear or age/developmentally appropriate. Learning objectives are measurable in one (1) out of three (3) lessons and attainable, or an essential literacy strategy is somehow address. Pre-requisite skills or

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	described. Three (3) lessons clearly build on each other to help all students and Focus Learner to make connections between skills and the essential strategy to comprehend and compose Math/ELA text.	lessons clearly build on each other to help all students and Focus Learner to make connections between skills and/or the essential strategy to comprehend and compose Math/ELA text.	described. Three (3) lessons somehow build on each other to help all students and/or Focus Learner to make connections between skills and/or the essential strategy to comprehend and compose Math/ELA text.	reading/writing connections are described. Three (3) lessons somehow build on each other to help all students or Focus Learner to make connections between skills or the essential strategy to comprehend and compose Math/ELA text.
Knowledge of Students to Inform Teaching	Learning Segment clearly explains all class and Focus Learner prior academic learning with data from the SAC and describes prerequisite skills related to the Central Focus. Learning Segment also clearly explains all three (3) students' personal/cultural/community assets related to the Central Focus.	Learning Segment clearly explains all class and Focus Learner prior academic learning with data from the SAC and/or describes prerequisite skills related to the Central Focus. Learning Segment also clearly explains all three (3) students' personal/cultural/community assets related to the Central Focus.	Learning Segment somehow explains all class or Focus Learner prior academic learning without data from the SAC and/or describes prerequisite skills related to the Central Focus. Learning Segment also clearly explains two (2) out of three (3) students' personal/cultural/community assets related to the Central Focus.	Learning Segment somehow explains all class or Focus Learner prior academic learning without data from the SAC or prerequisite skills are not related to the Central Focus. Learning Segment also somehow explains one (1) out of three (3) students' personal/cultural/community assets related to the Central Focus.
Supporting Students' Literacy Learning	Learning Segment clearly explains how students' prior academic learning and all three (3) personal/cultural/community assets guided choices and adaptations of learning activities and materials. The theoretical concepts and lines of research clear support/inform the instructional	Learning Segment clearly explains how students' prior academic learning and two (2) out of three (3) personal/cultural/community assets guided choices and adaptations of learning activities and materials. The theoretical concepts and lines of research support/inform the instructional decisions	Learning Segment somewhat explains how students' prior academic learning and one (1) out of three (3) personal/cultural/community assets guided choices and adaptations of learning activities and materials. The theoretical concepts and lines of research vaguely supports/informs the	Learning Segment somewhat explains how students' prior academic learning and one (1) out of three (3) personal/cultural/community assets guided choices and adaptations of learning activities and materials. The theoretical concepts and lines of research somewhat

	decisions appropriate for the whole class, small group and Focus Learner. Learning Segment clearly describes how common misconceptions in each of three (3) lessons will be addressed. At least five (5) HOT questions posted per lesson.	appropriate for the whole class, and/or small group and Focus Learner. Learning Segment somehow describes how common misconceptions in two (2) out of three (3) lessons will be addressed. At least four (4) HOT questions posted per lesson.	instructional decisions appropriate for the whole class, and/or small group and Focus Learner. Learning Segment somehow describes how common misconceptions in one (1) out of three (3) lessons will be addressed. At least three (3) HOT questions posted per lesson.	support/inform the instructional decisions somehow appropriate whole class, or small group or Focus Learner. Learning Segment somehow describes how common misconceptions in one (1) out of three (3) lessons will be addressed. At least two (2) HOT questions posted per lesson.
Monitoring Student Learning	All Learning Segment assessments are clear related to the central focus. Learning Segment clearly describes how formative, informative and self - checklist assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment. Learning Segment clearly describes how different assessments in each lesson allow the whole class and Focus Learner to demonstrate their learning. Rubric is	All Learning Segment assessments are clear related to the central focus. Learning Segment clearly describes how formative, informative and/or self - checklist assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment. Learning Segment clearly describes how different assessments in each lesson allow the whole class and Focus Learner to demonstrate their learning. Rubric is added for some assessments.	Some Learning Segment assessments are related to the central focus. Learning Segment somehow describes how formative or informative or self - checklist assessments will provide some evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment. The Learning Segment somehow describes how different assessments in two (2) lessons out of three (3) lessons allow the whole class and/or Focus Learner to demonstrate their learning. Rubric is added for a few assessments.	A few Learning Segment assessments are related to the central focus. Learning Segment somehow describes how formative or informative or self - checklist assessments will provide little evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment. The Learning Segment somehow describes how different assessments in one (1) lesson out of three (3) lessons allow the whole class or Focus Learner to demonstrate their learning. Rubric is missing.

	added for each assessment.			
Materials & Resource	Materials and resources are aligned with learning outcomes. Materials and resources differentiated to meet all students needs in all three (3) lessons. All materials are attached.	Materials and resources are aligned with learning outcomes. Materials and resources differentiated to meet all students needs in two (2) out of three (3) lessons. All materials are attached.	Materials and resources are somehow aligned with learning outcomes. Materials and resources differentiated to meet some students needs in one (1) out of three (3) lessons. Some materials are attached.	Materials and resources are somehow aligned with learning outcomes. Materials or resources differentiated to meet some students needs in one (1) out of three (3) lessons. Materials are not attached.
Timeliness & Mechanics	Learning Segment is submitted on time and with fewer than 3 grammatical / typographical errors. All resources are listed in APA format.	Learning Segment is submitted on time and with fewer than 5 grammatical / typographical errors And All resources are listed in APA format.	Learning Segment is submitted 1 day late and with fewer than 5 grammatical / typographical errors. Some resources are missing and/or not in APA format.	Learning Segment is submitted more than 1 day late and with more than 5 grammatical / typographical errors. Resources are missing and/or not in APA format.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Domain 1: Planning and Preparation	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
1a: Demonstrates Content Knowledge (including NYS Learning Standards)	Student teacher displays little understanding of content/standards and makes no connection to other disciplines.	Student teacher has basic understanding of content/standards and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of content/standards and extends connections to other disciplines.	Student teacher has an extensive understanding of content/standards and makes meaningful connections to other disciplines.
1b: Demonstrates Knowledge of Pedagogy	Student teacher displays little understanding of pedagogical content and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
1c: Plans with Knowledge of Student Background, Skills, and Interests to Differentiate Instruction	Student teacher does not use knowledge about student background, skills, and interests to plan lessons that differentiate instruction	Student teacher attempts to use student information to plan lessons that differentiate instruction	Student teacher demonstrates knowledge of students and uses this information to plan appropriate lessons and differentiate instruction.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging lessons that differentiate instruction.
1d: Selects Appropriate Instructional Goals/ Addresses NYS Learning Standards	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources (including technology)	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction (e.g., texts, visuals, and Internet).	Student teacher uses teaching resources sparingly (e.g., texts, visuals, and Internet).	Student teacher consistently makes use of teaching resources (e.g., texts, visuals, and Internet).	Student teacher makes use of a variety of teaching resources (e.g., texts, visuals, and Internet) and seeks out new technologies.
1f: Designs Coherent Instruction	Student teacher designs lessons/units that do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.

1g: Assesses Student Learning	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about student understanding of stated goals, and student teacher consistently uses information to plan future lessons.

This rubric draws on guidelines from the work on student teaching evaluation rubrics from educators such as Charlotte Danielson and Robert Marzano as well as materials from the New York State Education Department Teacher Certification Exams and New York State United Teachers.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Student Teaching Observation Rubric: Domain 2 (2 of 5)

Domain 2: Classroom Environment	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
2a: Creates an Environment of Respect and Rapport	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are consistently appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
2b: Establishes High Expectations	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
2c: Manages Classroom Procedures	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior	Standards of classroom behavior are not communicated and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.

2e: Uses Physical Environment to Support Learning Activities	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Student Teaching Observation Rubric: Domain 3 (3 of 5)

Domain 3: Instruction	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
3a: Communicates Clearly and accurately	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions	Student teacher uses closed, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which leads to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which leads to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
3c: Engages Students in Learning	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.

3e: Provides Appropriate Feedback to Students	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the teaching/learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the teaching/learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the teaching/learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Student Teaching Observation Rubric: Domain 4 (4 of 5)

Domain 4: Professional Responsibility	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
4a: Reflects on Teaching	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self-reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.

4e: Exhibits Professional Demeanor	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility	Student teacher is not a responsible professional: exhibits poor attendance/lateness/ disrespect for students, colleagues and/or parents.	Student teacher needs to be reminded of professional responsibilities, such as poor attendance/lateness/ disrespect to students, colleagues and/or parents.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.
4g: Works Cooperatively with Other Professionals	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and contributes to school activities.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Student Teaching Observation Rubric: Domain 5 (5 of 5)

Domain 5: Assessment	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
5a. Uses a variety of assessments to plan or adjust instruction or activities	Student teacher uses a limited range of assessments and does not use the information gathered from to plan or adjust instruction or activities.	Student teacher uses a limited range of assessments to plan or adjust instruction or activities for whole class and/or individual students.	Student teacher uses information from multiple pre- assessments, formative and summative assessments including, informal, alternative, and standard, to plan or adjust instruction for whole class and individual students, including students with disabilities and English learners.	Student teacher consistently uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan and adjust instruction or activities for whole class and individual students, including students with disabilities and English learners.
5b: Models and guides all students in assessing their own learning	Student teacher does not encourage student reflection or self-assessment.	Student teacher encourages student reflection and self-assessment during some learning activities.	Student teacher models reflection and self-assessment strategies and provides some opportunities for student reflection and self-assessment.	Student teacher consistently models reflection and self- assessment strategies and provides ongoing opportunities for student reflection and self- assessment.
5c: Provides opportunities for peer-assessment	Student teacher provides no opportunities for peer discussion related to improving learning.	Student teacher provides opportunities for peer discussion related to improving learning.	Student teacher models strategies and/or provides guidelines to help students engage in peer evaluation of work and provides opportunities for peer discussion.	Student teacher models strategies and provides guidelines to help students engage in peer evaluation of work and provides frequent opportunities for peer discussion.

5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth	Student teacher rarely provides information to students, families, and/or support specialists about ways to improve learning outcomes or encourage personal growth.	Student teacher provides some information to students, families, and/or support specialists about ways to improve student learning outcomes and encourage personal growth, but the information is not clear or is incomplete.	Student teacher regularly exchanges information with students, families, and support specialists about ways to improve student learning outcomes and encourage personal growth.	Student teacher actively involves the student, family, and support specialists in frequent discussion about ways to improve student learning outcomes and encourage personal growth.
5e. Uses assessment to apply evidence-based practices	Student teacher demonstrates little knowledge of assessment tools to plan or implement evidence-based practices.	Student teacher demonstrates some use of assessment tools to inform the choice and implementation of evidence-based practices. .	Student teacher demonstrates consistent use of assessment tools to inform the choice and implementation of evidence- based practices. .	Student teacher systematically assesses student needs to inform the choice and implementation of appropriate evidence-based practices to improve learning outcomes for all students.

PROGRAMS PRACTICUM DATA FORM

Grading System: Not Observed(0),Ineffective(1),Developing(2), Effective(3), Highly Effective(4)

PROGRAM

Please Select one Program

- ○ Education and Special Education
- ○ Mathematics Education
- ○ Teaching English To Speakers Of Other Languages
- ○ Literacy
- ○ Undergraduate Education

Course Title and Number

Please Select the Course and Title Number from the List Below

- ○ EDSE 692 Clinical Practicum 1, Pre K-12
- ○ EDSE 693 Clinical Practicum 2,Grade 7-12
- ○ EDU 680 Practicum and Seminar in TESOL Pre K-12
- ○ MTHE 679 Student Teaching in Middle School
- ○ MTHE 681 Student Teaching in High School
- ○ SpEd 683 Practicum II in Special Education, Birth-Grade 2
- ○ SpEd 695 Practicum in Special Education, Grades 1-6
- ○ SpEd 678 Practicum in Special Education, Grades 7-12

Student Information

First Name	
Last Name	
Student ID	
Email	

320 W. 31st Street | New York, NY 10001 | 212.463.0400 | gse.touro.edu

Grade Level/Subject

Please Enter Grade Level and Subject

Grade Level [   ]

Subject [   ]

Academic Year

Please Select the Current Academic Year and Semester

○ SPRING 2014

○ FALL 2014

○ SPRING 2015

○ FALL 2015

Description Of Lesson Plan

[   ]

DOMAIN 1 - PLANNING AND PREPARATION - Please Rate Each Of The Following Sub-domains

	Not Observed(0)	Ineffective (1)	Developing (2)	Effective(3)	Highly Effective(4)
1 a - Demonstrates Knowledge of Content	○	○	○	○	○
1 b - Demonstrates Knowledge of Pedagogy	○	○	○	○	○
1 c - Plans With Knowledge Of Students Backgrounds	○	○	○	○	○
1 d - Selects Appropriate Instructional Goals	○	○	○	○	○
1 e - Demonstrates Knowledge Of Resources Including Technology	○	○	○	○	○
1 f - Designs Coherent Instruction with Application	○	○	○	○	○
1 g - Assesses Student Learning	○	○	○	○	○

Comments on Planning and Preparation

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DOMAIN 2 - CLASSROOM ENVIRONMENT - Please Rate Each Of The Following Sub-domains

	Not Observed(0)	Ineffective (1)	Developing (2)	Effective(3)	Highly Effective(4)
2 a - Creates an Atmosphere of Respect and Rapport	○	○	○	○	○
2 b - Establishes High Expectations	○	○	○	○	○
2 c - Manages Classroom Procedures	○	○	○	○	○
2 d - Manages Student Behavior	○	○	○	○	○
2 e - Uses Physical Environment to Support Learning	○	○	○	○	○

Comments on Classroom Environment

DOMAIN 3 - INSTRUCTION - Please Rate Each Of The Following Sub-domains

	Not Observed(0)	Ineffective (1)	Developing (2)	Effective(3)	Highly Effective(4)
3 a - Communicates Clearly and Accurately	○	○	○	○	○
3 b - Uses High Level, Open-ended Questions	○	○	○	○	○
3 c - Actively Engages Students in Learning	○	○	○	○	○
3 d - Paces Instruction and Provides Closure	○	○	○	○	○
3 e - Provides Appropriate Feedback to Students	○	○	○	○	○
3 f - Demonstrates Flexibility and Responsiveness	○	○	○	○	○

Comments on Instruction

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DOMAIN 4 - PROFESSIONAL RESPONSIBILITY - Please Rate Each Of The Following Sub-domains

	Not Observed(0)	Ineffective (1)	Developing (1)	Effective(3)	Highly Effective(4)
4 a - Reflects on Teaching	○	○	○	○	○
4 b - Reflects on Student Achievement	○	○	○	○	○
4 c - Provide Evidence of Student Achievement	○	○	○	○	○
4 d - Accepts Constructive Feedback	○	○	○	○	○
4 e - Exhibits Professional Behavior	○	○	○	○	○
4 f - Exhibits Professional Responsibility	○	○	○	○	○
4 g - Works Cooperatively with Other Professionals	○	○	○	○	○

Comments on Professional Responsibility

DOMAIN 5 - ASSESSMENT - Please Rate Each Of The Following Sub-domains

	Not Observed(0)	Ineffective (1)	Developing (2)	Effective(3)	Highly Effective(4)
5 a - Uses a Variety of Assessments to Plan	○	○	○	○	○
5 b - Models and Guides All Students	○	○	○	○	○
5 c - Provides Opportunities for Peer-assessment	○	○	○	○	○
5 d - Using Information to Improve Student Academic Success	○	○	○	○	○
5 e - Uses Assessment to Apply Evidence-based Practices	○	○	○	○	○

Comments on Assessment

Overall Evaluation and Comments on Observed Lesson

PROFESSOR/SUPERVISOR FULL NAME

First Name

Last Name

Please Select the Observation Number

○ Observation1

○ Observation 2

○ Observation 3

Please Sign and Enter Today's Date

Student's Signature

Professor's Signature

Today's Date

To All Professors Conducting Observations:
1. Please Print a Copy for Your Records
2. Please Have Students Sign Form
3. Submit Form to your GSE Department at Touro College.