

M.S. in Education and Special Education
Grades 7-12

SEDN 678
Practicum





SEDN 678 Practicum

Special Education (Grades 7-12)

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Welcome to the SEDN 678 Practicum course!

The following pages constitute a Student Guide prepared to facilitate your work for the course. The Practicum component of the course takes place in the Special Education classroom, where you are expected to teach a gradually increasing number of lessons, two of which your Practicum instructor will observe during a field visit. You and your instructor can arrange the visit at a time that is convenient for you, your cooperating teacher, and your instructor. In addition to observing you at work, the instructor will have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

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 Practicum in only one age/grade level. Make sure you work in at least 2 of the following age/grade levels:
 - Grades 7th – 9th
 - Grades 10th – 12th
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Those of you who are 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. Internship Certification is not considered certification

We hope the following pages of our Student Guide will help facilitate your work for the SEDN 678 course and make your 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 678

| | Non-certified Teachers | Certified Teachers |
|--------------------|---|---|
| Practicum | <ul style="list-style-type: none">• 100 hours in a Special Education classroom 1• 100 hours in a Special Education classroom 2 | <ul style="list-style-type: none">• 50 hours in a Special Education classroom 1• 50 hours in a Special Education classroom 2 |
| Total hours | 200 hours | 100 hours |



SEDN 678: Practicum Special Education, Grades 7-12

Course Description:

Students complete one 20-day practicum experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 7- 9 level and one 20-day experience or its equivalent (at least 100 hours) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 10-12 level. All practicum work 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, analyze lessons, write an essay on evidence-based methods of instruction, respond to questions about grade 7-12 education, complete an assignment on how they assessed student learning in their lessons that have been observed by assigned faculty members, and complete a comprehensive culminating project in which they analyze and reflect on the ways in which various aspects of the program have affected their understanding of and interventions with their own students. Students also write a reflection paper on what they learned from carrying out the work of the case study completed in the second literacy course. The course includes scheduled group meetings. An assigned Touro College faculty member observes practicum students for a minimum of two formal lessons in the classroom or other educational facility. (Please note: This course must be taken in the last semester of 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, 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
- Baseline Survey
- Video or In-Class Lesson Analysis (3)
- HLP Implementation and Discussion (3)
- Learning Segment (2)
- Profile of Focus Learner (2)
- Reflective Journal (2)
- Signed Instructor's Observation Rubrics for lessons you were observed presenting (2)
- Looking Backward/Looking Forward Essay
- Cooperating Teacher's Evaluation Forms submitted
- Course Evaluation Forms submitted



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 college 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 College 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](#).



To Whom It May Concern:

This letter is to introduce our Practicum 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, offers opportunity for theory to be applied in practice. Students must complete both Field Experience and Practicum courses. An assigned Touro faculty member observes students for observation lessons in the Practicum experience. We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Practicum 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
5. The opportunity to learn about and use instructional technology
6. The opportunity to interact with students in a range of educational settings
7. The opportunity to teach a gradually increasing number of lessons each week during the course of the semester
8. The opportunity for feedback from the cooperating teacher as well as the Touro instructor on observations of the lessons taught

In order to focus students on their observations and to document time spent in class, students have a number of forms to complete for their work in the Practicum courses. Please explain to your Practicum student the daily routine 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/advisor will observe the student at work in the classroom. After first conferring with the appropriate school staff members, the student teacher should arrange a mutually acceptable date and time with his or her instructor for the lesson observations.

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 |

Practicum Activity Checklist

During the Practicum component of the course, you will get a chance to take a much more active role in the classroom as well as take upon yourself more responsibility in many areas. During Practicum you will be observed twice by your instructor. Be sure to coordinate a convenient time for each observation for both your cooperating teacher and your instructor. Prior to your scheduled observation, you are expected to submit your lesson plan to your instructor.



Some of the possible activities that you will be participating in are listed below. 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.

1. Instructional Responsibilities:

- ☐ Plan and assemble a bulletin board
- ☐ Read a story aloud
- Teach a small group lesson:
 - ☐ spelling, ☐ math, ☐ reading, ☐ social studies, ☐ science, ☐ language arts
- Teach a large group lesson:
 - ☐ spelling, ☐ math, ☐ reading, ☐ social studies, ☐ science, ☐ language arts
- ☐ Incorporate manipulatives into a lesson
- ☐ Demonstrate the use of cooperative learning
- ☐ Develop an educational unit in a Special Education and General Education class
- ☐ Organize a field trip
- ☐ Participate in a team-teaching experience
- ☐ Share lesson planning, including provisions for differentiated instruction with cooperating teacher(s)
- ☐ Incorporate computer technology in a lesson with NYS Standards
- ☐ Incorporate library resources in a lesson
- ☐ Demonstrate the ability to prepare lesson plans for a substitute teacher

2. Student and Program Evaluation:

- ☐ Use pre-assessment, formative assessment and summative assessment to choose and adapt evidence-based methods of instruction and intervention
- ☐ Construct a test or evaluative tool
- ☐ Administer a test or evaluative tool
- ☐ Interpret test results
- ☐ Use a test or evaluative tool to diagnose and suggest remediation for:
 - ☐ An individual student, ☐ A group of students
- ☐ Use authentic assessment tools, such as observation, anecdotal note taking, portfolio evaluations, and checklists

3. Use of Technology and Other Instructional Aids:

- ☐ Demonstrate practical use of available technology:
 - ☐ Smartboard ☐ Internet ☐ video animations ☐ LCD and/or overhead projector
 - ☐ e-portfolio ☐ video ☐ laminating machine ☐ computer assisted learning
 - ☐ electronic record keeping ☐ web page design ☐ Internet UDL lesson planning
 - ☐ PowerPoint or multimedia presentations

4. Program Maintenance:

- ☐ Supervise daily logistical activities
- ☐ Demonstrate knowledge of emergency procedures, including location of sterile gloves
- ☐ Demonstrate knowledge of function and responsibilities of support staff

5. Classroom Management:

- ☐ Manage individual and group behavior conducive to an effective learning climate
- ☐ Maintain a neat and orderly classroom
- ☐ Facilitate cooperative learning groups



- ___ Participate in supervisory duties on the playground
- ___ Participate in supervisory duties in the cafeteria
- ___ Maintain attendance records
- ___ Make and keep progress charts
- ___ Participate in maintaining cumulative records, IEP, SESIS
- ___ Demonstrate knowledge of reporting procedures to parents

6. Professional Responsibilities:

- ___ Attend after-school events, including parent-teacher conferences
- ___ Attend faculty and in-service meetings
- ___ Learn all courses of study (i.e., programs of study mandated by the school system)
- ___ With the approval of cooperating teacher, write a letter to pupils' parents (e.g., a letter of introduction and information letter about a unit of study)
- ___ Become familiar with the system used by the school district to assess the performance of teachers
- ___ Acquire knowledge of professional organizations and resources

7. Additional Teaching Experiences:

- ___ Prepare instructional plans for a teacher's aide or parent volunteer
- ___ Observe specialists in the school:
 - PE Teacher ___ Speech Clinician ___ Art Teacher ___ Reading Teacher ___
 - Music Teacher ___ Gifted/Talented Teacher ___ Special Education Teacher ___
 - English as a Second Language Teacher ___ Technology Teacher ___

8. Other Experiences (including knowledge of school services and procedures):

- ___ Clinical services ___ School counseling services ___ Special testing ___ Special education
- ___ Homebound instruction

9. 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 678: Practicum **Name:** _____

Practicum in Special Education

Non-certified teachers: 200 hours



Certified teachers: 100 hours

[illegible]



Practicum 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 his/her 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 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. APPEARANCE | | | | | |
| ○ The Practicum student dresses and grooms in a reasonably appropriate manner. | | | | | |
| 2. PUNCTUALITY | | | | | |
| ○ The Practicum student is on site and/or online for the agreed-upon time period each day. | | | | | |
| 3. ATTENDANCE | | | | | |
| ○ The Practicum student's absences are minimal. | | | | | |
| 4. INITIATIVE/CREATIVITY | | | | | |
| ○ The student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities. | | | | | |
| 5. JUDGEMENT | | | | | |
| ○ The Practicum student uses good judgment in responding to children across a range of contexts and situations. | | | | | |
| 6. RAPPORT | | | | | |
| ○ The Practicum student develops positive relationships with children, parents, administrators, teacher, and other school staff. | | | | | |
| 7. RAPPORT WITH STUDENTS WITH DISABILITIES | | | | | |
| ○ The Practicum student demonstrates an ability to relate constructively to students with disabilities. | | | | | |
| 8. DIFFERENTIATED INSTRUCTION | | | | | |



- The Practicum student demonstrates the ability to apply principles of differentiated instruction.

Strongly Disagree

Strongly Agree

9. MULTICULTURAL AWARENESS /SENSITIVITY

1 2 3 4 5

- The Practicum student demonstrates awareness of multicultural issues as they arise in school.

10. VERBAL SKILLS

1 2 3 4 5

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

11. WRITTEN WORK

1 2 3 4 5

- The Practicum student writes on boards and charts in a legible, well—organized fashion.

12. ORGANIZATION AND PREPARATION

1 2 3 4 5

- The Practicum student is well-prepared in regard to materials with which he or she is called to assist.

13. CLASSROOM MANAGEMENT

1 2 3 4 5

- The Practicum student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

14. CONTENT KNOWLEDGE

1 2 3 4 5

- The Practicum student has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning.

15. PEDAGOGICAL KNOWLEDGE

1 2 3 4 5

- The Practicum student teacher has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning

16. CRITICAL THINKING/ INFORMATION LITERACY

1 2 3 4 5

- The Practicum student encourages critical thinking, including on information literacy, when interacting with children.

17. KNOWLEDGE OF LEARNING STANDARDS

1 2 3 4 5

- The Practicum student demonstrates knowledge of and appropriately refers to NYS and/or Engage NY Standards

18. ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1 2 3 4 5

- The Practicum student effectively uses educational technology



Strongly Disagree

Strongly Agree

19. DATA-SUPPORTED INSTRUCTION

1 2 3 4 5

- ☐ The Practicum student recognizes the importance of the use of data-supported instruction with the children.

20. USE OF SUPERVISION

1 2 3 4 5

- ☐ The Practicum student integrates suggestions made during supervision into work with children

21. PROFESSIONAL
IDENTITY

1 2 3 4 5

- ☐ The Practicum student conveys a sense of commitment to the teaching profession.

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

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



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.common sense.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:



Rubric: Video or In-class Lesson Analysis

| Criteria | 4 Points | 3 Points | 2 Points | 1 Point | Points Earned |
|----------------------------|---|--|---|--|---------------|
| Description of the context | <p>The context is described:</p> <p>school</p> <p>And</p> <p>grade</p> <p>And</p> <p>number of students</p> <p>And</p> <p>number of teachers</p> <p>And</p> <p>seating arrangements</p> | <p>The context is described:</p> <p>school</p> <p>And</p> <p>grade</p> <p>And</p> <p>number of students</p> <p>And</p> <p>number of teachers</p> <p>And/or</p> <p>seating arrangements</p> | <p>The context is described:</p> <p>school</p> <p>And</p> <p>grade</p> <p>And</p> <p>number of students</p> <p>And/or</p> <p>number of teachers</p> <p>And/or</p> <p>seating arrangements</p> | <p>The context is described:</p> <p>school</p> <p>And</p> <p>grade</p> <p>And/or</p> <p>number of students</p> <p>And/or</p> <p>number of teachers</p> <p>And/or</p> <p>seating arrangements</p> | |



| | | | | | |
|---------------------------------------|--|---|--|--|--|
| The observed lesson description | <p>All the key elements of the observed lesson are identified, described, and analyzed</p> <p>And</p> <p>If some are not applicable, the explanation is provided in the description</p> <p>And</p> <p>Assessment strategies that are used to engage the learner identified</p> | <p>All the key elements of the observed lesson are identified, described, and analyzed</p> <p>And</p> <p>If some are not applicable, the explanation is provided in the description</p> <p>And/or</p> <p>Assessment strategies that are used to engage the learner identified</p> | <p>All the key elements of the observed lesson are identified, described, and analyzed</p> <p>And/or</p> <p>If some are not applicable, the explanation is provided in the description</p> <p>And/or</p> <p>Assessment strategies that are used to engage the learner identified</p> | <p>Few key elements of the observed lesson are identified, described, and analyzed</p> <p>And/or</p> <p>If some are not applicable, the explanation is provided in the description</p> <p>And/or</p> <p>Assessment strategies that are used to engage the learner identified</p> | |
| Danielson Rubric Domain and Component | The Danielson rubric (domain, component and indicators) are chosen as related | The Danielson rubric (domain, component and indicators) are chosen as related to the observed lesson. | <p>The Danielson rubric (domain, component and indicators) are chosen as related to the observed lesson.</p> <p>And/or</p> | <p>The Danielson rubric (domain, component and indicators) are chosen as related to the observed lesson.</p> <p>Or</p> | |



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| | <p>to the observed lesson.</p> <p>And</p> <p>The clear, timestamped citations from low-inference notes with a well-supported rationale for the connection is provided.</p> <p>And</p> <p>The analysis of classroom activities directly relates to the Danielson rubric domain and related components are included.</p> | <p>And</p> <p>The clear, timestamped citations from low-inference notes with a well-supported rationale for the connection is provided.</p> <p>And/or</p> <p>The analysis of classroom activities directly relates to the Danielson rubric domain and related components are included.</p> | <p>The clear, timestamped citations from low-inference notes with a well-supported rationale for the connection is provided.</p> <p>And/or</p> <p>The analysis of classroom activities directly relates to the Danielson rubric domain and related components are included.</p> | <p>The clear, timestamped citations from low-inference notes with a well-supported rationale for the connection is provided.</p> <p>Or</p> <p>The analysis of classroom activities directly relates to the Danielson rubric domain and related components are included.</p> | |
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| Lesson inferences | <p>Lesson inferences are clear and connect to the major theme identified in Danielson rubric domain and the component .</p> <p>And</p> <p>Learning strategies/activities candidate plans to use in the future are identified.</p> <p>And</p> <p>The rationale is provided of why candidate finds them effective</p> <p>And</p> <p>Supported by 2 references.</p> | <p>Lesson inferences are clear and connect to the major theme identified in Danielson rubric domain and the component.</p> <p>And</p> <p>Learning strategies/activities candidate plans to use in the future are identified.</p> <p>And</p> <p>The rationale is provided of why candidate finds them effective</p> <p>And/or</p> <p>Supported by 2 references.</p> | <p>Lesson inferences are clear and connect to the major theme identified in Danielson rubric domain and the component.</p> <p>And</p> <p>Learning strategies/activities candidate plans to use in the future are identified.</p> <p>And/or</p> <p>The rationale is provided of why candidate finds them effective</p> <p>And/or</p> <p>Supported by 1 reference.</p> | <p>Lesson inferences are clear and connect to the major theme identified in Danielson rubric domain and the component.</p> <p>And/or</p> <p>Learning strategies/activities candidate plans to use in the future are identified.</p> <p>And</p> <p>The rationale is provided of why candidate finds them effective</p> <p>And/or</p> <p>Supported by 1 reference.</p> | |
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| Low-inference notes timestamped | Low-inference notes are attached for each 5-mins and teacher-student dialog/actions are captured. | Low-inference notes are attached for each 10 mins of the and some teacher-student dialog/actions are captured. | Low-inference notes are inconsistent for each 10 min period and teacher-student dialog/actions are not captured but described in their own words. | Low-inference notes are inconsistent with more than 15 min period and teacher-student dialog/actions are not captured. | |
| Danielson rubric | All aspects of the specified module Danielson's rubric are addressed And With at least 3 different examples/citations from low-inference notes | All aspects of the specified module Danielson's rubric are addressed And With at least 2 different examples/citations from low-inference notes | Not all aspects of the specified module Danielson's rubric are addressed And With at least 1 different example/ citation from low-inference notes | Not all aspects of the specified module Danielson's rubric are addressed Or With at least 1 different example/ citation from low-inference notes | |



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| HLP/Learning Strategy | One or more of the high-leverage practices and/or observed learning strategy is described And Detailed explanation of the activity where HLP/or learning strategy were observed provided with in 2 paragraphs And Evidence from low-inference notes is included | One or more of the high-leverage practices and/or observed learning strategy is described And Detailed explanation of the activity where HLP/or learning strategy were observed provided with in 2 paragraphs And/or Evidence from low-inference notes is included | One or more of the high-leverage practices and/or observed learning strategy is described And/or Detailed explanation of the activity where HLP/or learning strategy were observed provided with in 2 paragraphs And/or Evidence from low-inference notes is included | One or more of the high-leverage practices and/or observed learning strategy is described And/or Detailed explanation of the activity where HLP/or learning strategy were observed provided with in 1 paragraph And/or Evidence from low-inference notes is included | |
|-----------------------|---|--|---|--|--|



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| Glow and Grow | <p>Effective learning strategies, activities and assessments implemented in the lesson are described</p> <p>And</p> <p>Plan to use in future practice in place with examples</p> <p>And</p> <p>Suggestion for improvement with references (1) provided</p> | <p>Effective learning strategies, activities and assessments implemented in the lesson are described</p> <p>And</p> <p>Plan to use in future practice in place with examples</p> <p>And/or</p> <p>Suggestion for improvement with references (1) provided</p> | <p>Effective learning strategies, activities and assessments implemented in the lesson are described</p> <p>And/or</p> <p>Plan to use in future practice in place with examples</p> <p>And/or</p> <p>Suggestion for improvement with references (1) provided</p> | <p>Effective learning strategies, activities and assessments implemented in the lesson are described</p> <p>And/or</p> <p>Plan to use in future practice in place without examples</p> <p>And/or</p> <p>Suggestion for improvement without references provided</p> | |
| Grammar, Mechanics & APA format | <p>Assignment contains 2 or fewer errors</p> <p>And</p> <p>All citations</p> <p>And</p> | <p>Assignment contains 3- 5 errors</p> <p>And/or</p> <p>All citations</p> <p>And/or</p> | <p>Assignment contains 6-7 errors</p> <p>And/or</p> <p>All citations</p> <p>And/or</p> | <p>Assignment contains 8 or more errors</p> <p>And/or</p> <p>All citations</p> <p>And/or</p> | |



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|------------|------------------------------|------------------------------|------------------------------|---------------------------------------|------------|
| | References follow APA style. | References follow APA style. | References follow APA style. | References follow APA style. | |
| Timeliness | Paper posted on time | Paper is posted one day late | Paper is posted 2 days late | Paper is posted more than 2 days late | |
| Total | | | | | /40 points |

HLP Implementation Lesson Plan Template



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.common sense.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 your lesson, cite teacher/student communication. | Reflection |
|--|--|------------|
| | | |

| Description of Classroom Activities as related to the chosen HLP(s) | Timestamped evidence from your lesson, cite teacher/student communication. | Reflection |
|---|--|------------|
| | | |



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:



Checklist: Assessment #2 HLP Implementation and Discussion Modules 2, 4, 8

| Criteria | Complete | Incomplete | |
|-------------|---|---|--|
| Lesson plan | Lesson plan with full description is posted in the first three days of the module | Lesson plan with some description is posted and/or after first three days of the module | |
| Video clip | A video clip of HLP segment of candidate lesson is posted | A video clip of HLP segment of candidate's lesson was not posted | |
| Description | A brief description is posted in the first three days of the module | A brief description is posted after the first three days of the module | |
| Comments | Comment on at least 2 other candidates' videos | Did not comment on at least 2 other candidates' videos | |



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 | | |



Portrait of a Focus Learner Self-Checklist for HLP Assignment

| | Complete | Incomplete |
|---|---|---|
| Each Focus Learner's primary classification is described as it is on their IEP. | Each Focus Learner's classification is described based on their IEP. | Only one or neither Focus Learner's classification is based on their IEP as described. |
| Each Focus Learner's strengths and challenges and the strengths' and challenges' potential impact on learning and instruction and acquiring the learning targets are described. | Each Focus Learner's strengths and challenges and the strengths' and challenges' potential impact on learning and instruction and acquiring the learning targets are described. | None or only one Focus Learner's strengths and challenges and the strengths' and challenges' potential impact on learning and instruction and acquiring the learning targets are described. |
| Each Focus learner's interests, aspirations and passions are described. | Each Focus Learner's interests, aspirations and passions are described with examples. | None or only one Focus Learner's interests, aspirations and passions are described. |
| Each Focus Learner's likes and dislikes are described. | Each Focus Learner's likes and dislikes are described with examples. | None or only one Focus Learner's likes and dislikes are described. |
| Anything else the teacher deems important is included. | | |



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

- 1.Content: words and/or phrases
- 2.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

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.

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:**



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



| Closing the Lesson Minutes [] <i>How will you restate, clarify key concepts, extend ideas, check for understanding?</i> <i>How will you engage students in reflection on how the content/skills learned today can be used as readers/writers/learners?</i> Summative Assessment: [see the Assessment Guide below for further assistance] <i>How will students share or demonstrate the extent to which they met the lesson's learning objectives?</i> | What Teacher Will Do: | What Students Will Do: |
|--|------------------------------|-------------------------------|
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|---|
| Accommodations/Differentiation: <i>Justify your accommodations/modifications with research from the literature</i> |
| Students with Special Needs or IEPs: <i>What will you do to differentiate instruction to meet special needs or accommodate students' special needs or IEP requirements?</i> English Learners: <i>What will you do to support students whose first language is not English?</i> |



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:**



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



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

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.*

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 [] <i>How will you introduce and explain the new information or skills so that students will understand both the how and the why?</i> | What Teacher Will Do: | What Students Will Do: |
| Guided Practice Minutes [] <i>How will students be supported as they practice the new skill or interact with the new content?</i> Formative Assessment: [see the Assessment Guide below for further assistance] <i>How will you monitor learning/check for understanding during these activities?</i> | What Teacher Will Do: | What Students Will Do: |



| <p>Independent Practice Minutes [] <i>How will students practice the new skill or interact with the new content independently?</i></p> <p>Formative Assessment: [see the Assessment Guide below for further assistance] <i>How will you monitor learning/check for understanding during these activities?</i></p> | <p>What Teacher Will Do:</p> | <p>What Students Will Do:</p> |
|---|-------------------------------------|--------------------------------------|
|---|-------------------------------------|--------------------------------------|



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

| |
|---|
| Accommodations/Differentiation: <i>Justify your accommodations/modifications with research from the literature</i> |
| Students with Special Needs or IEPs: <i>What will you do to differentiate instruction to meet special needs or accommodate students' special needs or IEP requirements?</i> English Learners: <i>What will you do to support students whose first language is not English?</i> |



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 described. Three (3) lessons clearly build | 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) lessons clearly build on each other to help | 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 described. Three (3) lessons somehow | 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 reading/writing connections are |



| | | | | |
|--|--|--|---|--|
| | 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. | all students and Focus Learner to make connections between skills and/or the essential strategy to comprehend and compose Math/ELA text. | 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. | 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 decisions appropriate for the whole class, | 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 appropriate for the whole class, and/or | 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 instructional decisions appropriate for 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 support/inform the instructional |



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| | 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. | 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. | 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. | 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 added for each assessment. | 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. |



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|------------------------|---|--|--|--|
| 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)

Student Teaching Observation Rubric: Domain 1 (1 of 5)

| Domain 1: | Ineffective: | Developing: | Effective: | Highly Effective: |
|---|---|---|---|---|
| Planning and Preparation | Unacceptable | Novice Student Teacher | Effective Student Teacher | 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. |



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|-------------------------------------|---|---|---|---|
| 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. |



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| 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. |



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| 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. |



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| 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 assessments 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. |



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| 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 | <input type="text"/> |
| Last Name | <input type="text"/> |
| Student ID | <input type="text"/> |
| Email | <input type="text"/> |



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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 b - Demonstrates Knowledge of Pedagogy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 c - Plans With Knowledge Of Students Backgrounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 d - Selects Appropriate Instructional Goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 e - Demonstrates Knowledge Of Resources Including Technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 f - Designs Coherent Instruction with Application | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 g - Assesses Student Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on Planning and Preparation



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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 b - Establishes High Expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 c - Manages Classroom Procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 d - Manages Student Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 e - Uses Physical Environment to Support Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 b - Uses High Level, Open- ended Questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 c - Actively Engages Students in Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 d - Paces Instruction and Provides Closure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 e - Provides Appropriate Feedback to Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 f - Demonstrates Flexibility and Responsiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on Instruction



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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 b - Reflects on Student Achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 c - Provide Evidence of Student Achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 d - Accepts Constructive Feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 e - Exhibits Professional Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 f - Exhibits Professional Responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 g - Works Cooperatively with Other Professionals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 b - Models and Guides All Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 c - Provides Opportunities for Peer-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 d - Using Information to Improve Student Academic Success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 e - Uses Assessment to Apply Evidence-based Practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on Assessment



Overall Evaluation and Comments on Observed Lesson

PROFESSOR/SUPERVISOR FULL NAME

First Name

Last Name

Please Select the Observation Number

- ☐ Observation 1
- ☐ 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.



Instructor Comments - Practicum (SEDN 678)

| | | |
|---------------------|-----------------------------------|-------------|
| Student Name: | Touro Student ID: | Date: |
| Course 678/Section: | Semester: Select 1 Year: Select 1 | Instructor: |

| Assignment | Points | Comments |
|---|--|----------|
| Lesson Presentations Observed (25%) | Average performance as indicated in observation form (25 pts) | |
| Looking Backward/Looking Forward Reflection (15%) | Writing: (5 pts) Depth and extent of analysis: (10 pts) ... | |
| Baseline Survey (5%) | Writing: (2 pts) Depth and extent of analysis: (3 pts) ... | |
| Cooperating Teacher Evaluations (5%) | Overall average: (5 pts) | |
| Video- or In-Class Lesson Analysis (10%) | Writing: (3 pts) Depth and extent of analysis: (7pts) | |
| HLP Implementation and Discussion (10%) | Writing: (3 pts) Depth and extent of analysis: (7pts) ... | |
| Learning segment (10%) | Writing: (3 pts) Depth and extent of analysis: (7pts) ... | |
| Profile of Focus Learner and/or Peer-Reviewer (5%) | Writing: (2 pts) Depth and extent of analysis: (3pts) ... | |
| Pre-observation interview/Post-observation interview (5%) | Writing: (2 pts) Depth and extent of analysis: (3pts) ... | |
| Reflective journal (5%) | Writing: (2 pts) Depth and extent of analysis: (3pts) ... | |
| Portfolio Presentation (5%) | Overall organization and attractiveness of presentation: (5 pts) | |
| Total Points: 97-100=A+; 93-96=A; 90-92= A-; 87- | General Comments: | |