

The College of Saint Rose
Lally School of Education
Department of Teacher Education



Student Teaching Guidebook

Information for

ADOLESCENCE EDUCATION: ENGLISH 7-12

Teacher Candidates,
Cooperating Teachers, College Supervisors,
and Administrators

Field Placement Office
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Introduction

Student teaching is the culminating experience of the formal teacher preparation program. During the professional semester, teacher candidates are provided the opportunity to fully integrate the knowledge, skills and dispositions they have acquired and practiced during their years of preparation.

Student teaching, however, is much more than a culmination; it is also an initiation. This comprehensive experience provides the student with an induction into the teaching role and marks the beginning of the ongoing development of a professional educator. In a sense, the teacher candidate enters the professional semester as a student and exits as a teacher.

Statement of Philosophy and Purpose

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity, and character. Critical analysis and the development of theoretical frameworks, leading to effective practices, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning, while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to their needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Teacher Candidate Learning Outcomes

Candidates in professional education programs at The College of Saint Rose will:

- 1) Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
 - a) structure pupils' learning of that content at levels appropriate to their development;
 - b) apply the content and skill knowledge; and
 - c) continue acquisition of related and new content.
- 2) Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
- 3) Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
- 4) Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.
- 5) Develop and demonstrate personal and professional values that foster:
 - a) the highest ethical standards of the profession;
 - b) intellectual curiosity and open-mindedness;
 - c) understanding and responsiveness to multiple social and global perspectives; and
 - d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

- 6) Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
 - a) those for whom English is not the primary language;
 - b) gifted and educationally disadvantaged students;
 - c) students with disabilities;
 - d) students with developmental and learning differences; and
 - e) those with different interests, ambitions, and sexual orientations.
- 7) Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
- 8) Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

SERVICE LEARNING AND TEACHER EDUCATION

Project SLATE

The College of Saint Rose is engaged in a grant to include service learning in meaningful ways throughout the various education programs. Service learning activities will become part of all education coursework and student teaching. We value service learning as an essential component of our students' preparation to be actively engaged members of their current and future school communities.

Service Learning- a working definition

Service learning is a method by which people participate in service experiences that address classroom, school or community needs while also learning academic skills or content connected to the service, and engaging in structured reflection on the service experience.

Service Learning Standards

- **Meaningful service:** service learning actively engages participants in meaningful and personally relevant service activities.
- **Link to curriculum:** service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection:** service learning reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Activity Types

- **Direct service:** Students have face-to-face contact with the service recipients. For example: tutoring.
- **Indirect service:** Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives.
- **Advocacy:** Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or others in authority or creating and displaying posters, etc.

Goal for Fall 2011

The goal for fall 2011 is for student teachers to embed service learning activities into implemented units during student teaching through collaboration with the cooperating teacher, college supervisor, and seminar instructor.

The focus of service learning can be the classroom, the school, or the community.

Some Key Resources

"The Five Stages of Service Learning" is available online at

http://www.freespirit.com/files/OTHER/Five_Stages_of_Service_Learning.pdf

www.servicelearning.org

www.msde.maryland.gov/MSDE/programs/servicelearning

Ethics and Professionalism

While it is not the intent of the School of Education at The College of Saint Rose to endorse a specific national organization or the Code of Ethics of a specific organization, it is critical for our students to be aware of ethical principles as they relate to the teaching profession. The “Code of Ethics of the Education Profession” adopted by the National Education Association in 1975 (<http://www.nea.org/aboutnea/code.html>) and the “Code of Ethics for Educators” articulated by the New York State Department of Education (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>) are examples of widely recognized and accepted professional standards. These standards, along with the philosophy and purpose of The College of Saint Rose School of Education, inform the professional qualities expected of a teacher candidate at The College of Saint Rose. Specifically, teacher candidates must evidence professionalism as follows:

Communication Skills

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

Professional Responsibility/Accountability

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

Ethics

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrate a commitment to providing educational services to diverse populations

Teacher candidates, their supervisors, and cooperating teachers should discuss the professional qualities required

of the field and demonstrated by the teacher candidate. At various points in the student teaching experience, it may be necessary to conduct a formal evaluation of these professional qualities. In such cases, a **Professional Qualities Assessment (PQA) Report** will be completed in order to document, discuss, and remedy concerns about professionalism.

Liability Protection for Teacher Candidates

Education Law, Title 4, Teachers and Pupils, Article 61, Section 3023

“...it shall be the duty of each board of education...to save harmless and protect all teachers, practice or cadet teachers...from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury... or damage to the property...provided such teacher, practice or cadet teacher,...was acting in the discharge of his duties...”

New York State Education Law requires school districts to insure student teachers against financial loss arising out of any claim or lawsuit for alleged negligence resulting in accidental personal injury to any person or property damage while the student teacher at the time of the accident or injury was acting in the discharge of his/her student teaching duties. A student teacher who is involved in any accident or incident where there is personal injury or property damage while they are student teaching ***should immediately inform his/her cooperating teacher*** and notify the College Supervisor and Coordinator of Field Supervision as soon as possible. A student teacher who is served with legal papers involving any accident or injury that occurred in the course of their student teaching placement ***must immediately forward a copy of such papers to the Coordinator of Field Supervision and to the school administrator*** where the student teaching took place.

OVERVIEW OF POLICIES AND PROCEDURES FOR STUDENT TEACHING

PURPOSES OF STUDENT TEACHING

The College of Saint Rose and the New York State Education Department require teacher education candidates to complete a student teaching experience in a public or private school to obtain both their college degree and New York State teacher certification. This experience is designed to utilize the teacher candidate's knowledge, information, skills and abilities, based upon the content knowledge and pedagogical foundations developed during the degree program. It is an opportunity to apply this knowledge in a practical setting, providing teacher candidates with an experience that will fully prepare them for the responsibilities of becoming an effective educator.

Seminars and Other Requirements

Teacher candidates must attend weekly seminars during the entire semester. The purpose of this seminar is to support the student teaching experience and the development of teaching skills. These requirements should be discussed among the cooperating teacher, teacher candidate, and the college supervisor during the initial meeting. The major requirement is the development of a unit plan of instruction and a teacher work sample. Other program specific assignments may be required.

Expectations of Host School and Attendance

The cooperating teacher and school principal should expect the teacher candidate to adhere to the policies, regulations, and daily schedule of the school, arriving and leaving at the times required by the teachers in the school. In addition, the teacher candidate is expected to:

- Attend and participate in those conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted/invited.
- Schedule appointments and employment interviews outside of student teaching hours. If this is not possible, the cooperating teacher and college supervisor should be consulted in advance.

The teacher candidate is also expected to follow the school calendar, not the college calendar, with regard to vacation and holiday dates. In other words, the teacher candidate understands that s/he will follow the same schedule and guidelines that the cooperating teacher is expected to follow.

Attendance

Teacher-candidates enter student teaching prepared to be present each day of this vital and meaningful capstone experience. However, on occasion, and usually resulting from extenuating circumstances (illness, hospitalization, immediate family bereavement, or religious observance) the teacher candidate may be absent from the classroom. ***The teacher-candidate must contact the cooperating teacher and college supervisor directly regarding any absence from school.*** If the cooperating teacher and/or college supervisor feel that multiple absences have interfered with the teacher candidate's progress, the cooperating teacher and college supervisor will discuss and coordinate solutions. Any absence(s) may result in the modification to the beginning or ending dates for the first or second placement. Decisions relative to absences will be made at the discretion of the cooperating teacher and college supervisor.

Any exceptions to this policy must be approved by the program Coordinator of Supervision in consultation with the college supervisor and the cooperating teacher.

Lesson plans for which the teacher candidate is responsible are to be forwarded in a timely manner to the cooperating teacher.

Teacher Candidates Acting as Substitute Teachers

The model of teacher preparation in which all parties are involved acknowledges that this is an apprenticeship and that a teacher candidate will always be under the supervision of a cooperating teacher. Due to these expectations, the teacher candidate may not act as a paid or unpaid substitute teacher during his/her student teaching placement.

Contractually, the teacher candidate must be supervised by a person (i.e. the cooperating teacher) who is employed by the district and whose duties include supervision. A teacher candidate is not a paid contractual employee, and therefore not eligible to be hired while on a student teaching assignment. However, in an

emergency, a teacher candidate may provide coverage in his/her own classroom, provided the college supervisor and the teacher candidate are informed and in agreement with this emergency arrangement.

Cooperating Teacher Presence in the Classroom

Traditionally, teacher candidates have been left on their own intermittently as an important step in their growth as classroom managers, especially during **solo week**. Although this has been common practice throughout schools in the past, we assume that this student teaching practice is carefully reviewed by school administrators and cooperating teachers on a regular basis.

- **Education Law, Title 4, Teachers and Pupils, Article 61, Section 3001**

The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.

During **solo week** the teacher candidate should assume the majority of teaching responsibilities in the classroom. However, this does not necessarily mean that the teacher is required to be out of the classroom. In fact the cooperating teacher can become an anonymous observer in the classroom, providing the teacher candidate with valuable feedback regarding performance.

Teacher Candidate as Mandated Reporter

Teacher candidates are required to report any information pertaining to suspected child abuse or neglect. Should a teacher candidates become aware of information in this regard, s(he) is expected to consult with his/her cooperating teacher immediately. The cooperating teacher should provide the teacher candidate with the name of the individual designated by the school to report matters of abuse or neglect, and should assist the teacher candidate in the event a report is filed.

Performance Concerns

The cooperating teacher is in a unique position to evaluate the progress of a teacher candidate's performance. The college supervisor will provide evaluation forms for the cooperating teacher. However, if a cooperating teacher has concerns about a teacher candidate's performance or progress, the cooperating teacher should contact the college supervisor immediately. It is important to address these concerns as soon as possible to allow an opportunity for the teacher candidate to discuss possible solutions with the cooperating teacher and the supervisor.

Professionalism

Teacher candidates are invited guests in a school and classroom of a practicing teacher whose first priority is to his/her pupils. The teacher candidate must learn to operate within this framework. The teacher candidate is expected to follow the Code of Ethics and be a professional member of the teaching community. If there are issues related to *professional communication, responsibility/accountability, or ethics*, the cooperating teacher should discuss the completion of the Professional Qualities Assessment (PQA) report with the college supervisor. A copy of the PQA is included in Appendix A. Teacher professionalism is evidenced in many ways, including the following:

Attitude

- Go into student teaching with a positive attitude and a determination to do one's best.
- Show enthusiasm and make a contribution to the teaching profession.

Appearance

- Look the part of a professional. The decision to become a professional educator carries with it the responsibility to present oneself professionally in both habits and appearance.

Confidentiality

- The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to pupils with whom teacher candidates are working is confidential. Teacher candidates must under no circumstances discuss the educational programs or records of their pupils with individuals other than those who are directly or indirectly involved in the educational programming of those students. The cooperating teacher must be consulted in all matters relating to the sharing of student information.

Discretion

- Discretion is paramount. Be professional at all times – on-site, in discussions with cooperating teacher, supervisor, during seminar, etc.

Professional Distance

- Most schools have a clear policy addressing educationally valuable use of the **Internet** and student access. These policies focus on safety and responsible use. Make sure to ask the cooperating teacher or principal about their school's policy.
- Increasingly, schools are rewriting their “employee codes of conduct” to include the use of **social networking sites** by teachers. You are encouraged to always ***maintain a professional distance*** with regard to these public sites and text messaging relative to the students you are working with. Again, ask the cooperating teacher or principal if such a policy exists in the host school. Even if a policy does not exist, ***avoid the appearance of impropriety*** by not communicating with students through text messaging or social networking sites.

School Photo or Video Policy

- Most school boards have a policy in this regard. Make sure to check with the cooperating teacher and/or school principal beforehand; permission may be required.

Cell Phone Use

- Consult with the cooperating teacher or principal about existing faculty policy related to cell phone use. Professionalism dictates that you don't use your cell phone for conversation or for ‘texting’ during the instructional portion of the school day. Unless there are extenuating circumstances, your cell phone should be in vibrate mode or not turned on at all. Please inform your cooperating teacher if you absolutely have to have the cell phone activated because of a possible emergency. *Take advantage of any non-instructional time to become increasingly knowledgeable about your students, curriculum, instruction, or special services available to children in the building.*

Overview of Participant Responsibilities

The student teaching experience requires a high level of collaboration between the P-12 community and The College of Saint Rose. The quality of the relationships that exists among the participants will greatly influence success in student teaching. An understanding of the various roles is essential. The following statements briefly summarize the *primary* responsibilities of the teacher candidate, cooperating teacher, college supervisor, Coordinator of Field Supervision and the building principal.

Teacher Candidate

Student teaching requires a full-time commitment on the part of the student teacher. With the exception of seminar, no other courses are taken during this period of time. Due to the excessive demands on the teacher candidate's time during the student teaching semester, students are requested to arrange their schedules so that ***they need not work*** during student teaching.

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Gives full attention to student teaching.
- Exhibits the qualities and dispositions of a professional including initiative, dependability, punctuality, effective communication, and ethical behavior.
- Creates a plan for regular communication with the cooperating teacher and college supervisor.
- Exchanges contact information with the cooperating teacher and college supervisor.
- Seeks advice and feedback from college supervisor and cooperating teacher on all aspects of student teaching especially planning, implementing and assessing lesson and unit plans.
- Participates in regular debriefing meetings with the college supervisor and cooperating teacher.
- Responds positively to the suggestions and guidance of the cooperating teacher and college supervisor.
- Gradually assumes the full range of responsibilities expected of a teacher.
- Participates in all conferences, meetings, and school programs that are expected of the regular classroom teacher and provided they are permitted/invited.
- Attends weekly scheduled professional seminar.
- Completes required lesson and unit plans.
- Completes required final evaluation of his/her progress.

Cooperating Teacher

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Provides the teacher candidate with information about the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Demonstrates exemplary teaching methods and provide a rationale for such practices.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the college supervisor and teacher candidate.
- Provides for the incremental induction into full-time teaching.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Observes the teacher candidate regularly.
- Encourages the growth of the teacher candidate through specific and frequent verbal and written feedback.
- Participates in meetings with teacher candidate and college supervisor.
- Informs college supervisor of teacher candidate's progress.
- Completes and submits all evaluation forms.
- Maintains final authority on all matters related to the classroom.

College Supervisor

- Reviews guidelines, requirements and participant responsibilities for the student teaching experience as outlined in this guidebook.
- Familiarizes him/herself with the school and community such as materials and resources as well as schedules, requirements and responsibilities of teachers, students and staff.
- Creates a plan for regular communication with the teacher candidate and cooperating teacher.
- Exchanges contact information with the cooperating teacher and teacher candidate.
- Provides support and assistance to cooperating teachers as they work with teacher candidates.
- Provides support and assistance to teacher candidates as they work with cooperating teachers.
- Acts as a liaison between the cooperating school, cooperating teacher, teacher candidate and The College of Saint Rose.
- Visits the classroom at least six times during the seven-week placement.
 - Completes a minimum of four documented observations and debriefing conferences with the teacher candidate during the seven-week placement.
 - Completes an initial visit to introduce/orient the cooperating teacher and a sixth visit to conduct the final evaluation conference.
- Encourages the growth of the teacher candidate through specific, regular and timely verbal and written feedback.
- Reviews lesson and unit plans prepared by the teacher candidate and provides feedback.
- Participates in meetings with teacher candidate and cooperating teacher.
- Informs Coordinator of Field Supervision of teacher candidate's progress.
- Completes and submits all evaluation forms to the Coordinator of Field Supervision via the Field Placement and Advisement Office and grade recommendation to the Coordinator of Field Supervision.

COORDINATOR OF FIELD SUPERVISION

- Provides orientation to the student teaching experience for the teacher candidate and college supervisor.
- Participates in the negotiation of solutions to any serious problems that may arise in a manner which is, as much as possible, agreeable to all parties.
- Submits final grade to the registrar based on the recommendations of the cooperating teacher and college supervisor.

THE SCHOOL PRINCIPAL

- Encourages a favorable attitude in the school and community toward the student teaching program.
- Recommends teachers who would be suitable cooperating teachers.
- Gives directions and suggestions to the teacher candidate when advisable.
- Is encouraged to observe and confer with the teacher candidate if schedule allows.

Weekly Guidelines for Teacher Candidates, Cooperating Teachers and College Supervisors

The Schedule and activities below are suggested and will depend on the teacher candidate, cooperating teacher, and college supervisor. Teacher candidates can also receive guidance from the supervisor and seminar instructor.

Week 1:

Teacher Candidate

- Provide CSR packet of materials to Cooperating Teacher.
- Review student teaching responsibilities and assignments.
- Observe Cooperating Teacher with a purpose; get a handle on classroom management strategies. Jot down questions for discussion.
- Organize 3-ring binder for lesson plans, reflection, etc.
- Assist Cooperating Teacher with students and classroom routines.
- Offer to work with individuals and small groups. Decide on unit plan topic or theme.

Cooperating Teacher

- Receive packet of CSR material from Teacher Candidate.
- Meet with CSR supervisor to review responsibilities and expectations.
- Establish expectations, daily schedule, etc.
- Model teaching/classroom management strategies.
- Share resources with Teacher Candidate.
- Introduce Teacher Candidate to school personnel.
- Review school policies, procedures, and non-instructional duties.
- Assign responsibilities appropriate for Teacher Candidate at this stage of development.
- Begin joint lesson planning.

College Supervisor

- Meet with Cooperating Teacher to review responsibilities and expectations.
- Exchange contact information with Teacher Candidate and Cooperating Teacher.
- Establish plan for weekly communication with Teacher Candidate
- Set up appointment for first observation.

Week 2:

Teacher Candidate

- Review CSR planning requirements.
- Discuss timeline with Cooperating Teacher for **submitting lesson plans** for approval *prior* to teaching.
- Include all lesson plans, observation notes, and Cooperating Teacher evaluations in 3-ring binder.
- Prepare for first supervisory visit.
- Begin work on the unit plan.
- Begin co-teaching.

Cooperating Teacher

- Co-teach a lesson with Teacher Candidate.
- Increase Teacher Candidate's planning and teaching responsibilities.
- Discuss teaching schedule, lesson planning, unit plan development, school involvement, use of technology/resources.

- Complete week two evaluation form. Submit evaluation form to college supervisor.

College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide feedback on unit plan.
- Complete 2 week evaluation.
- Collect two week evaluation from Cooperating Teacher.
- Contact CSR Coordinator if it is indicated that teacher candidate is experiencing difficulty.

Week 3:

Teacher Candidate

- Maintain your 3-ring binder of plans, evaluations, reflections.
- Continue to develop unit plan.
- Keep your **Teacher work sample** assignment in mind as you develop the unit.
- Solicit constructive feedback from Cooperating Teacher and College supervisor.
- Make sure you submit plans prior to teaching.
- Reflect on progress.

Cooperating Teacher

- Require lesson plans to be submitted for your approval by the designated time **you** establish. If the student does not submit plans, he or she should not teach.
- Conduct formal observation/teaching evaluation #1.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Provide college supervisor with copy of observation evaluation.

College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Review lesson plans.
- Provide final feedback on unit plan.
- Complete observation and written evaluation #1.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

Week 4

Teacher Candidate

- Keep everything up to date for Cooperating Teacher and supervisor.
- Begin implementing unit plan.
- Continue to develop your class management skills.
- **Solo week dates** should be established. Begin planning for solo week.
- Solicit constructive feedback from Cooperating Teacher and college supervisor.
- Submit plans as required.
- Reflect on progress.

Cooperating Teacher

- Increase Teacher Candidate teaching assignment and other classroom responsibilities.

- Provide verbal/written feedback with discussion.
- Make decisions regarding **solo week** scheduling.
- Complete formal observation and written evaluation #2.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Provide college supervisor with copy of observation evaluation.
- Complete four week evaluation form. Submit form to college supervisor.

College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Complete formal observation and written evaluation #2
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Collect observation evaluation #2 and 4 week evaluation form from Cooperating Teacher.
- Review 4-week evaluation form cooperating teacher and contact CSR Coordinator if Teacher Candidate is experiencing any difficulty in this placement.

Week 5

Teacher Candidate

- Provide supervisor with copies of Cooperating Teacher observations if not already submitted.
- Solicit constructive feedback from Cooperating Teacher and college supervisor.
- Reflect on progress. Is your teaching making a difference? You should be able to document learning that is taking place.

Cooperating Teacher

- Continue to increase Teacher Candidate responsibilities.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Provide assistance with solo week planning.
- Provide college supervisor with copy of observation evaluation.

College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Provide assistance with solo week planning.
- Complete formal observation and written evaluation #3.
- Debrief with Teacher candidate to discuss strengths and weaknesses.
- Collect observation evaluations from cooperating teacher.

Week 6:

Teacher Candidate

- Contact Cooperating teacher for your next placement.
- Refine solo week plans with current Cooperating Teacher.
- Use rubrics for assessment framework. Reflect on pupil growth or lack thereof.
- What specific goals do you have for your professional development during the second placement?

Cooperating Teacher

- Assist Teacher Candidate with refining lesson planning, delivery, and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review and approve solo week plans.
- Complete formal observation and written evaluation #4.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.

College Supervisor

- Assist Teacher Candidate with refining lesson planning, delivery and assessment.
- Encourage use of rubrics and a variety of assessment strategies and formats.
- Review solo week plans.
- Complete observation and written evaluation #4.
- Debrief with Teacher Candidate to discuss strengths and weaknesses.
- Remind teacher candidate to complete the student teaching evaluation form for the conference.

Week 7, Final Week:

Teacher Candidate

- Complete **Final Student Teaching Evaluation** form (self-evaluation).
- Prepare for final evaluation conference with cooperating teacher and college supervisor.
- Think of a way to show your appreciation to Cooperating Teacher, students, and host school?
- Transition to Cooperating Teacher.

Cooperating Teacher

- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with teacher candidate and college supervisor.
- Transition from Teacher Candidate.

College Supervisor

- Complete **Final Student Teaching Evaluation** form.
- Prepare for final evaluation conference with Teacher Candidate and Cooperating Teacher.
- Submit all completed lesson observations, final evaluation forms, 2-and 4-week evaluations from all participants to the Field Placement and Advisement Office.

Appendix A

Evaluative Forms

Preliminary Report on Student Teaching
The College of Saint Rose

Please take a few minutes to complete this report and give to the College Supervisor at the ***end of the second week*** of the current student teaching placement. Thank you!

Teacher Candidate's Name: _____

Cooperating Teacher's Name: _____

School: _____ Date: _____

We realize that you are guiding and observing a ***novice*** teacher candidate and have had limited time in which to become fully acquainted. At this time we are interested in your ***preliminary judgment*** of the candidate with regard to the items below. However, if you have concerns about areas not identified specifically, please be sure to share them with the College Supervisor.

Ratings:

S = Satisfactory

U = Unsatisfactory

N = No opportunity to observe

	Rating	Comment
1. The candidate has become familiar with cooperating teacher and school expectations & policies.	(S) (U) (N)	
2. The candidate demonstrates: a). professional dress b). positive/professional attitude c). enthusiasm toward teaching d). organizational skills e). timeliness with regard to expected arrival /departure times	(S) (U) (N) (S) (U) (N) (S) (U) (N) (S) (U) (N) (S) (U) (N)	
3. The candidate demonstrates initiative & responsibility.	(S) (U) (N)	
4. Candidate's written plans meet College & cooperating teacher expectations.	(S) (U) (N)	
5. The candidate demonstrates an understanding & appreciation of appropriate interpersonal relationships with students & school personnel.	(S) (U) (N)	
6. The candidate provided the cooperating teacher with the student teaching packet and reviewed expectations & assignments.	Yes (Y) No (N)	

Please add any additional comments that will assist the teacher-candidate and college supervisor with the establishment of appropriate goals at this point in the experience:

THE COLLEGE OF SAINT ROSE
Interim Report on Student Teaching
 (To be completed during week four of student teaching)

Teacher-Candidate's Name: _____

Cooperating Teacher's Name: _____

School: _____ Date: _____

Rating Scale:

S = Satisfactory U = Unsatisfactory I = Improving N= No basis for evaluation

I. PROFESSIONAL KNOWLEDGE AND SKILLS <ul style="list-style-type: none"> Establishing professional relationships Exhibits professional poise and confidence 	(S) (U) (I) (N) (S) (U) (I) (N)
II. CONTENT AND SUBJECT MATTER KNOWLEDGE <ul style="list-style-type: none"> Demonstrates clear knowledge of subject matter Models proper written communication skills Models correct standard English 	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
III. THE NATURE OF LEARNING <ul style="list-style-type: none"> Exhibits genuine rapport with students Works effectively with student differences Displays skill in engaging students Understands students' developmental levels 	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
IV. THE NATURE OF TEACHING <ul style="list-style-type: none"> Develops quality daily lesson plans Submits lesson plans in a timely manner Demonstrates skill with appropriate teaching strategies Organizes classroom effectively for instruction Manages student behavior appropriately and effectively 	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)
V. PROFESSIONAL VALUES AND ATTITUDES <ul style="list-style-type: none"> Responds well to suggestions Exhibits both the disposition and ability to self-evaluate Exhibits enthusiasm for children and teaching Models respect for the occasion 	(S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N) (S) (U) (I) (N)

Do you have any concerns about the teacher-candidate's Professional Qualities at this time? ____yes
 ____no

Commendations and/or recommendations: _____

Formal Lesson Observation of Teacher Candidate

THE COLLEGE OF SAINT ROSE TEACHER EDUCATION DEPARTMENT
Classroom Observation Form

Student Teacher: _____ Evaluation prepared by: _____

College Supervisor: _____

Cooperating Teacher: _____

Date of Observation: _____ Observation Number: _____ Content focus

Objectives/Competencies/Learning Standards student seeks to demonstrate as listed on student's lesson plan:

Strengths:

General Comments/Suggestions for Improvement: _____

Circle the word that best describes the lesson observed: EXC VG G A I

Circle the word that best describes the student's progress to date: EXC VG G A I

Observer's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

(Indicates **only** that she/he has read these comments.)

White: Student **Yellow:** Field Placement Office **Pink:** Supervisor **Gold:** Coop. Teacher

Rating Scale Guidelines for Formal Observation /Evaluation of Teacher Candidate

Lesson observation/evaluation is a means of evaluating overall growth and is a continuing process shared by the teacher candidate, the cooperating teacher and the college supervisor. The following guidelines may be helpful in shaping the growth process.

Excellent: Behavior is exceptional for a beginning teacher. Writes thorough lesson plans related to clear objectives. Adjusts for time and behavior as needed. Makes adjustments to instruction to meet learners' needs. Assesses lesson objectives with well-developed assessment content and process. Engages learners with unique materials or approaches.
Very Good: Exceeds expectations for a beginning teacher. Plan is thorough and related to objectives. Able to make some adjustments to meet needs of learners. Assesses learning in different ways. Uses a variety of approaches and activities.
Good: Meets expectations for a beginning teacher. Lesson plan is somewhat structured and detailed. Attempts to make adjustments. Assesses some goals with some variety in strategy. Variety of activities or approaches to teaching and learning are expanding.
Adequate: Meeting minimum requirements for a teacher-candidate. Needs continued assistance in the development of one or more of the following categories: planning, classroom management, preparation, assessment strategies, making accommodations for diverse learners, pupil engagement. Addresses constructive suggestions and exhibits positive effort toward making improvements.
Inadequate: Planning is insufficient or missing altogether. Teaching is uninspired. Little or no attempt to assess student performance. No modification in instruction to meet students' needs. Ideas and materials are boring and/or repetitive. Overall effort is weak or insufficient. Ability to perform is a concern.

When commenting on instructional effectiveness and professional competence, utilize the indicators listed below:

Student Learning Focus

- Sets high realistic expectations for all students
- Listens to students thoughtfully and responds appropriately
- Focuses decision-making on student needs
- Adjusts instruction to meet group and individual needs (during instruction)

Planning and Preparation

- Lessons based on current instructional level of students
- Develops clear and comprehensive daily lesson plans
- Preparation of plan and materials is thorough
- NYS Standards are appropriately addressed

Content and Pedagogy

- Demonstrates mastery of subject matter
- Organizes content around key ideas
- Assesses students' prior knowledge
- Implements objectives as described in lesson plan
- Uses a variety of appropriate instructional strategies
- Uses developmentally appropriate materials and strategies
- Gives clear and appropriate directions
- Demonstrates effective questioning skills
- Encourages higher-level thinking

- Uses spontaneous learning situations (teachable moments)
- Provides for active student involvement with key ideas of content
- Provides students with useful feedback
- Uses formative and summative assessment strategies
- Demonstrates enthusiasm while teaching
- Uses technology to assist in teaching tasks
- Involves students in using technology

Management

- Defines and communicates expected student behavior
- Manages student behavior in small and large group activities
- Manages transitions effectively
- Maximizes use of class time
- Creates a safe and humane classroom environment that promotes learning and creativity
- Provides opportunities for students to develop self-management skills

Presence

- Demonstrates poise, self-confidence, and emotional maturity
- Displays professional appearance and demeanor
- Uses spoken and written language clearly and appropriately
- Encourages and models respect for the occasion

Final Evaluation of Teacher Candidate

Rating Scale Guidelines for Final Evaluation Form

There are eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form. Each area is further defined by multiple indicators. The following descriptors serve as a guide to the rating scale used on the final evaluation form.

Distinguished

- Ratings on the Final Evaluation Form were predominantly *Distinguished*
- Operated the classroom at a qualitatively different level than most teacher candidates
- Displayed very strong motivation for continued growth and development
- Eagerly initiated the implementation of personal ideas
- Displayed exceptional ability to analyze situations and facilitate solutions with minimal assistance
- Performance could serve as a model for other teacher candidates and/or beginning teachers

Proficient

- Ratings on the Final Evaluation Form were *Proficient* or a combination of *Distinguished and Proficient*
- Performance was very strong and consistent throughout the placement
- Actual implementation is not flawless, but the teacher candidate is generally able to identify the reasons for a problem and is able to implement any corrective measures
- Initiated many personal ideas and able to act on suggestions from supervisors
- Teacher candidate demonstrates both a desire and an ability to continue growing and subsequent growth is expected with experience

Novice

- Teacher candidate has demonstrated satisfactory performance
- Progress during student teaching may be inconsistent or slow, but clearly evident
- Generally relied on suggestions from supervisors and sometimes had difficulty implementing those suggestions
- Teacher candidate demonstrates a desire for continued growth and the disposition to benefit from assistance
- Seldom initiated implementation of personal ideas

Unsatisfactory

- Teacher candidate has had difficulty meeting entry-level expectations
- Progress during this placement was both slow and inconsistent
- Relied extensively or completely on suggestions from supervisors and often had difficulty implementing them
- The individual would need continued experience and mentoring in the fundamental aspects of the role in order to achieve satisfactory status
- Lack of progress is due primarily to inability **or** insufficient effort

The College of Saint Rose
Teacher Education Program
Final Student Teaching Evaluation

Candidate Name	Date
Evaluator's Name	The Evaluator is (mark one of the following) Cooperating Teacher College Supervisor Student Teacher

Placement Information

Year						Setting				
2006	2007	2008	2009	2010	2011	Regular Classroom Inclusion	Special Education			
Semester/Session										
Fall-Session I		Fall-Session II				Spring-Session I			Spring Session II	
Broad Demographic						Grade Level				
Urban	Suburban	Rural	Private			Pre-K-K	1-3	4-6	7-9	10-12

Candidate Information

Level of Study				Program Type			
Undergraduate		Graduate		Certification Only		Degree Program	
Certification Program							
Adolescence-Grades 7-12				Middle Childhood/Special Education			
Adolescence/Special Education				Special Education Birth-Grade 2			
Childhood-Grades 1-6				Special Education Grades 1-6			
Childhood/Special Education (SEED)				Special Education Adolescence			
Early Childhood – Birth-Grade 2				Technology Education K-12			
Early Childhood/Special Education				Educational Technology Specialist K-12			
Middle Childhood –Grades 5-6, 7-9							
Concentration (Early Childhood and Childhood Candidates ONLY)							
American Studies		Earth Science		General Science		Social	
Studies							
Biology		English/Language Arts		Mathematics		Spanish	
Major (Middle Childhood and Adolescence ONLY)							
Applied Technology		Business/Marketing		English		Mathematics	
Studies		Spanish				Social	
Biology		Chemistry		Earth Science			

Candidate outcomes are organized according to the College of Saint Rose (CSR) Unit Outcomes that are part of the Unit's Conceptual Framework. For alignment of the CSR Outcomes to NCATE Program Standards, see the Undergraduate or Graduate Teacher Certification Program Handbook.

Assessment of candidate outcomes in all category areas be informed by the relevant Program Standards also found in the Undergraduate or Graduate Teacher Certification Program Handbook

The following scale is to be used with this Final Student Teaching Evaluation Form. The evaluator should mark the box that corresponds to the observed level of performance of the student teacher in each area of competency listed on the evaluation form

DISTINGUISHED(4) Performance at an independent, professional level.
PROFICIENT..... (3) Performance at a level expected of teacher candidates preparing to enter the field; needs only occasional supervision.
NOVICE..... (2) Performance at a level expected of teacher education Candidates preparing to enter the field; needs frequent, directed supervision.
UNSATISFACTORY.....(1) Performance below expectations for teacher candidates; requires extensive supervision.
NOT OBSERVED..... No opportunity to observe

Content Knowledge	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
CSR Standard 1					
K-1 Demonstrates evidence of content knowledge; depth, breadth, and accuracy					
K-2 Presents content that is rigorous and challenging, indication high expectations for pupil learning					
K-3 Demonstrates ability to integrate content across content areas.					
K-4 Demonstrates ability to meaningfully connect content to pupil's life experiences.					
K-5 Organizes content in a coherent manner.					
K-6 Identifies and addresses learning standards in written plans (e.g., NYSED and professional organizations)					
K-7 Organizes daily instruction in alignment with long-range curricular goals for pupils					
Development, Learning, and Motivation	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed

CSR Standard 2					
L-1 Plans instruction based upon theories of human development and learning and identified pupil needs					
L-2 Maintains a pupil-centered learning environment that is safe, positive, aesthetic and supportive.					
L-3 Organizes materials and resources so that they are available and accessible to pupils.					
L-4 Displays effective time allocation and management.					
L-5 Uses flexible grouping practices.					
L-6 Encourages pupils' self discipline and ownership of the classroom environment.					
L-7 Clearly defines the management system for the classroom.					
L-8 Sets appropriate limits for pupils.					
L-9 Uses a variety of effective positive management strategies.					
L-10 Monitors pupil's behavior.					
L-11 Provides effective classroom direction for transitions.					
L-12 Plans and implements strategies for behavior change.					

Planning and Implementing Instruction	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
CSR Standard 3					
I-1 Selects, creates, and uses resources and technologies to enhance the learning process for all pupils.					
I-2 Involves pupils with goal setting regarding learning and/or behavior.					
I-3 Engages pupils' interest and involvement in lessons.					
I-4 Paces instruction appropriately.					
I-5 Uses questioning techniques					

effectively.					
I-6 Employs creative and innovative instructional strategies.					
I-7 Logically links instruction to goals, objectives, stated outcomes, assessments, and pupils' interests and needs					
I-8 Presents content in a manner that promotes pupil learning in accordance with P-12 learning standards.					
I-9 Uses effective introduction, implementation, and closure.					
Assessment CSR Standard 4	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
A-1 Monitors level of pupils' performance.					
A-2 Measures pupil mastery of instructional goals and statements of intent					
A-3 Uses a variety of assessment tools and techniques (checklists, tests, rubrics, authentic assessments, observations in naturalistic setting).					
A-4 Uses assessment to monitor IEP goals and objectives and develop them as appropriate.					
A-5 Demonstrates use of formative evaluation.					
A-6 Demonstrates use of summative evaluation.					
A-7 Utilizes assessment results in subsequent instructional planning.					
A-8 Provides individualized corrective feedback to pupils in understandable terms.					
A-9 Promotes pupils' self-evaluation of learning and/or behavior					
Professionalism CSR Standard 5	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
P-1 Collaborates with other					

professionals in the planning and delivery of instruction.					
P-2 Exhibits varied roles of the teacher (direct instructor, facilitator, guide, coach, observer, evaluator)					
P-3 Accepts and assumes responsibility					
P-4 Provides direction to paraprofessional staff.					
P-5 Is prompt and prepared					
P-6 Demonstrates respect for the occasion.					
P-7 Interacts positively with pupils and staff					
P-8 Adheres to legal and ethical standards for educators.					
P-9 Uses effective collaborative strategies.					
P-10 Is responsive to feedback from others.					
P-11 Engages in activities that enhance professional development.					
P-12 Engages in reflective practice.					
Diversity CSR Standard 6	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
D-1 Is responsive to pupils' diversity, including but not limited to race, gender, ability, ethnicity, and family lifestyles.					
D-2 Attends to diverse needs of all pupils when considering development, learning, and motivation.					
D-3 Adapts materials to address diverse needs of all pupils when planning and implementing instruction.					
D-4 Attends to diverse needs of all pupils when engaging in assessment practices.					

Communication CSR Standard 7	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
C-1 Models effective communication strategies in conveying ideas and information and in asking questions.					
C-2 Demonstrates professionalism in spoken and written communication.					
Technology CSR Standard 8	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
T-1 As appropriate uses technology to facilitate development, learning and motivation.					
T-2 As appropriate uses technology when planning and implementing instruction.					
T-3 As appropriate uses technology when monitoring pupil progress or assessment.					
T-4 As appropriate uses technology to enhance communication.					

Overall Quality Rating (please mark only one)				
Distinguished	Proficient	Novice	Unsatisfactory	

Strengths- use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

General Comments/ Suggestions for Improvement- use additional sheets as necessary. Please do not staple, tape or glue anything to this section.

Cooperating Teacher Signature _____ Date _____

College Supervisor Signature _____ Date _____

Student Teacher Signature * _____ Date _____

*Indicates only that he/she has read this evaluation

Use only if teacher candidate's performance is less than acceptable or marginal.

Professional Qualities Assessment Report

Student's Name _____ Date _____

Faculty Member _____

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior faculty have concerns whether the student is suited for a professional role in education.
2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
3. Student's performance in this category is appropriate to the profession.

Communication Skills

Rating: 1 2 3

- ___ effectively communicates orally in a constructive, direct, and appropriate manner
- ___ writes in a way that is clear, accurate, and professionally effective
- ___ is respectful in all communications
- ___ uses appropriate tone, tact, and pragmatics for a professional situation
- ___ demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- ___ responds to people, work, and challenges in an emotionally mature manner
- ___ is respectful in communicating with others
- ___ solicits and gives feedback
- ___ engages in collaborative interactions with others
- ___ uses appropriate conflict resolution skills to handle differences of opinion
- ___ participates in an open exchange of ideas

Professional Responsibility/Accountability

Rating: 1 2 3

- ___ attends to and completes academic and professional duties in a timely fashion
- ___ reflects on his/her own performance
- ___ accepts, receives, and integrates feedback
- ___ collaborates with colleagues and works as a team member
- ___ displays an appearance that is consistent with professional expectations
- ___ shares in the workload of the group or organization
- ___ is accountable for his/her own work rather than deflecting responsibility elsewhere
- ___ works within the rules and expectations of the group or organization
- ___ demonstrates a commitment to continuing professional growth and development

Ethics

Rating: 1 2 3

- ___ values, models, and promotes respect for all individuals
- ___ demonstrates awareness and sensitivity to diverse populations
- ___ recognizes and works within role boundaries within the professional context
- ___ demonstrates honesty and integrity in all situations
- ___ gives credit where it is due
- ___ displays professional behavior in terms of language and dress
- ___ respects privacy and confidentiality where appropriate
- ___ models intellectual curiosity, open-mindedness, and critical analysis
- ___ demonstrate a commitment to providing educational services to diverse populations

Content Addendum

In addition to the eight areas of competency that correspond to the College of Saint Rose standards identified on the final evaluation form, student teachers are assessed on the knowledge, skills and dispositions specific to their content area. The Content Addendum is used in conjunction with the Final Student Teaching Evaluation and reflects the specific professional standards of the following professional organizations:

National Council of Teachers of English (NCTE)

The College Of Saint Rose
School Of Education
Adolescence Education: English Language Arts

Candidate Name			Supervisor's Name		
The Evaluator is (mark one of the following)					
Cooperating Teacher Student Teacher			College Supervisor		
2008	Year 2009 2010 2011	Level Of Study Undergraduate Graduate	Program Type Certificate Only Degree		
Broad Demographic Urban Suburban Rural Private			Grade Level Middle School High School		
Semester					
Fall Session I		Fall Session II Spring Session II		Spring Session I	

Standard 2: Attitudes for English Language Arts. Through modeling, advisement, instruction, field experience, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3.0: Knowledge of English Language Arts Candidates are knowledgeable about language: literature; oral, visual, and written literacy: print and non-print media; technology; and research theory and findings.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Candidates demonstrate their knowledge of reading processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Candidates demonstrate knowledge of different composing processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Candidates demonstrate knowledge of research theory and finding in English language arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4.0: Pedagogy for English Language Arts. Candidates acquire and demonstrate the disposition and skills needed to integrate knowledge of English language arts, students, and teaching.	Distinguished	Proficient	Novice	Unsatisfactory	Not Observed
4.1 Candidates examine and select resources for instruction such as textbooks, print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluation ideas presented through oral, written, and/or visual forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Candidates engage students often in critical analysis of different media and communications technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Candidates engage students in making meaning of texts through personal response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

Planning and Assessment

LESSON PLANNING & PREPARATION DURING STUDENT TEACHING SEMESTER

Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex variables that affect instructional decisions.

Lesson Plan for First Supervisory Observation – Use the format on pages 32 & 33 of the Guidebook

Subsequent Supervisory Observations – College Supervisor will specify format to be used.

Note: Supervisor may ask you to email the lesson plan **prior** to the visit.

Planning Lessons for the Cooperating Teacher– Use the format below until the cooperating teacher and supervisor indicate otherwise. Ask your cooperating teacher *how far in advance* s(he) would like your written plan.

- **Lesson subject/title:**
- **Objective(s) for the lesson:**
 - Specifically identifying student *learning outcomes* (not activities students are engaged in).
- **Procedures:**
 - **Introductory activities** (anticipatory set) to provide focus, motivation and relevance, to capture student attention, and establish prior knowledge
 - **Developmental activities** (body) specifically describing *instructional input* and *modeling* on the part of the teacher-candidate, and instructional strategies to be used to insure learning on the part of the student such as *guided practice, questioning techniques, cooperative learning groups, independent practice*, etc.
 - **Closure activities** designed to summarize the main points of the lesson and reinforce learning, arrange for evaluation of learning, assign homework or extension activity, and transition to the next activity.
- **Assessment or evaluation** (may be embedded in procedures):
 - formal tests or quizzes
 - performance checks
 - informal checks for understanding
- **Materials:**
 - List of all materials needed to implement lesson

Short-range planning – Your next lesson or lessons. When would the cooperating teacher like to review the written plan(s)?

Long-range planning – A unit plan is typically considered long-range, but so too is next week or anything after tomorrow's lesson.

Solo Week Plans – Use the forms provided in your student teaching packet; one for each day of the solo experience. Submit copies to both cooperating teacher and supervisor.

Preparation

Now that you have a written plan, make sure you have the equipment, supplies, and materials necessary for instruction in advance.

College of Saint Rose Lesson Plan Format – Long Form

TITLE OR THEME FOR LESSON

The title is a forecast for the specific focus of this particular lesson.

DEMOGRAPHICS

Describe target pupil population and context. Include, for example, grade level/age range, setting (time and place), number of pupils, staff. Identify the pupil characteristics that will be necessary to consider and accommodate in this lesson.

STATEMENT(S) OF INTENT

This section presents the purpose of the lesson and needs to incorporate the following, though not necessarily in separate sections:

- The prior learning that is necessary for pupils to have in order to experience success in the lesson.
- As appropriate, the core of the lesson. The statement(s) of intent must make the substance of the lesson clear. The substance of the lesson may be communicated in a variety of forms (i.e., benchmarks, concepts, dispositions, generalizations, goals, objectives, outcomes, processes, or skills). Different purposes for and models of instruction will require different intent statements.
- Purposes in at least one of the three domains: affective, cognitive, psychomotor.
- Individualized statement(s) of intent/objectives for pupils with special needs.

These statements of intent can take the following forms: benchmarks, concepts, dispositions, generalizations, goals, objectives, outcomes, processes, and skills.

RATIONALE

The Rationale should explain the connection between the Statement(s) of Intent, Demographics, and the Procedures.

The rationale answers the questions, “Why teach this content?” and “Why use the particular methodology you have chosen?” Content rationale is drawn from New York State Learning Standards, New York State Curriculum Guides, national, regional, state, and local professional associations (e.g., NCTM, NCSS, NSTA, NCTE and so forth), local curriculum guides and other sources that help teachers select curriculum. A rationale for methodology is drawn from research-based findings (e.g., of how particular pupils learn best, educational psychology principles, learning theory that informs age-appropriate pedagogy).

PROCEDURES

This section details, in a step-by-step manner, the implementation of the lessons. It is clear from this section that

- The teacher has thought through the lesson from start to finish
- Procedures are aligned with both Statement(s) of Intent and Rationale
- Techniques or strategies that will be used to assess the students’ attainment of learning outcomes are included in the Procedures
- The teacher candidate recognizes that when working with a diverse population, one needs a wide repertoire of models to meet a wide variety of needs.
- The teacher candidate has included required accommodations and/or modifications (such as those identified in a Section 504 Plan, an IEP, or for ESL pupils).

The format of the **Procedures** must enumerate steps that include the following:

The format of the **Procedures** must enumerate steps that include the following:

- **Introduction:** List the steps the teacher takes to introduce the lesson. Specify how you will **engage** pupils in subsequent instruction. For example, one may begin with a preset, an advance organizer, a signal for attention, a pivotal question, a discrepant set of facts, an invitation to activate prior knowledge, or a preview of a lesson.
- **Body:** List the steps the teacher takes to develop the lesson. Delineate the substance of content to be delivered or investigated. Identify methods the teacher will use; for example, one might specify techniques for facilitating pupil participation, questions and anticipated responses, transitions, or specific techniques for guiding and monitoring instruction.
- **Assessment of Learning:** List the steps the teacher takes to determine if the statement(s) of intent of the instruction are met. Note that assessment may be embedded as one or more procedural steps throughout or at the end of the lesson.
- **Closure:** List the step(s) the teacher takes to end the lesson. Steps the teacher takes to help pupils reach closure may involve, for example, asking a thought-provoking question, reviewing the major concepts of the lesson, articulating generalizations, or completing a K-W-L chart.
- **Assessment of Learning:** List the steps the teacher takes to determine if the goals and instructional objectives of the lesson are met. **Note** that assessment may be embedded as one or more procedural steps throughout or at the end of the lesson.
- **Follow up:** List embedded or additional steps the teacher may take to assist pupils in maintaining and transferring the learning from this lesson and applying it to other situations.

TEACHER REFLECTION

In this section, the student evaluates the written plan and its implementation, and may discuss implications for future teaching and learning (possible modifications to the lesson).

RESOURCES

- Materials
- Works Cited or References (of sources cited in lesson plan)
- Bibliography of Teacher Resources (additional sources that may be useful to the teacher)
- Bibliography of Pupil Resources (additional sources that may be useful to the pupils)

Unit Plan Development & Implementation

Student Teaching Semester

Teacher candidates design and implement a unit of study during the student teaching semester, typically during the first placement session. The design of the unit of study is accomplished through collaboration with the cooperating teacher and is evaluated by the College Supervisor.

The goals of the College of Saint Rose unit plan requirement include assuring teacher candidates' understanding for the need to plan...

- a. units of study that promote the personal, social, and academic development of pupils;
- b. for pupil's study of timely, in-depth topics not normally included in standard curricula;
- c. for integrated & interdisciplinary learning among pupils;
- d. units of study that incorporate principles of service learning; and,
- e. rigorous, substantive and original units of study.

All units of study contain certain common elements: Title & Theme; Demographics; Goals for content, skills & dispositions; Rationales for content, methodology, and standards; Content specific to the subject area; Overview; Instructional Plans; Service Learning; Evaluation; and References/Resources.

The College of Saint Rose is accredited by the National Council for Accreditation of Teacher Education (NCATE). The member organizations include Specialized Professional Associations or SPAs and each SPA has content standards that must be addressed in the units of study. As such the unit plan format for Applied Technology Education is informed by the *Council on Technology Teacher Education (CTTE)*.

Unit Plan Format for English: Adolescence Education Methods and Student Teaching

- Many Unit Plan Elements are aligned with NCTE/NCATE Standards. In all cases, the specific standards are embedded in the section directions and in the accompanying rubric, and are highlighted in bold font and identified by number. In teaching, creating, and rating unit plans, both Candidates and Instructors or Supervisors should attend carefully to the relevant quality descriptors for NCTE/NCATE Standards (for the Standards and descriptors, see http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-09.pdf. For detailed guidance, see *Guidelines for the Preparation of Teachers of English Language Arts*, 2006 edition, at <http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/Guidelines for Teacher Prep 2006.pdf>).
- For all sections, and as appropriate to the section, provide citations in the text, and for the citations in the text, provide references in a References section that is EITHER part of a particular unit plan section, OR a separate section of the unit plan itself.
- In all cases, please refer to the rubric for further guidance.

I. THEMATIC TITLE FOR UNIT

Purpose

As a representation of the thematic lens through which the pupils engage the unit content, the thematic title reflects the major conceptual dimensions of the unit. It may be, for example, a sentence or phrase, an essential question, or consist of two conceptually rich elements that represent primary dimensions of the unit.

Your Task

Construct a thematic title for the unit.

Examples of Each Type (use only one type)

Sentence or Phrase	Essential Question	Two-part Title
"Normal" Behavior, Social Conventions, and the Challenge of Change	What counts as "normal" and why?	Questioning Social Norms: Processes of Change

II. THEME [subsections align with NCTE Standards 4.1, 2.2, 2.4, 2.5 as noted below and on rubric]

NB: The theme is identical to the thematic title of the unit, so once you have created a theme, you have also created the thematic title of the unit (item I above).

Purpose

A theme converts a selection of texts into a unit by providing a lens through which all the selected texts will be engaged. Creating a theme requires a teacher to examine, select, and then unify a collection of texts by foregrounding one or more topics, essential questions, or debates common to all the texts. Overall, a theme thereby demonstrates the teacher's ability to **examine and select resources for instruction such as textbooks, other print materials, videos, forms, records, and software, appropriate for supporting the teaching of English language arts (NCTE 4.1).**

In the context of teaching English language arts (ELA), a theme must be significant and substantive, in the sense that it serves the following purposes:

The theme enables the teacher to

- ❖ use ELA to help pupils become familiar with their own and others' cultures (NCTE 2.2);
- ❖ explore with pupils and make meaningful connections between the ELA curriculum and developments in culture, society, and/or education (NCTE 2.5); and
- ❖ assist pupils in developing habits of critical thinking and judgment (NCTE 2.4).

Your Task

Examine a wide variety of texts and select at least six (see item C below for selection criteria) that can be thematically linked. Link them by creating a theme that serves purposes **D.1-D.3** below. Alternatively, you might first create a tentative theme – for example, “The American Dream: Truth or Fiction?”; or, “What Makes a ‘Survivor?’”; or, “The Masks We Wear.” Then, examine a wide variety of texts and select at least six (see item C below for selection criteria) that can be thematically linked by that theme which, again, should serve purposes **D.1-D.3** below.

In a narrative exposition (a paper), state and discuss the theme of your unit, being certain to complete each of the items below (A-E). As the rubric indicates, it is acceptable to treat each of the items below separately, but it is preferable to treat a number of them in an integrated rather than discrete manner, thereby demonstrating a higher level of thinking.

- ☐ **A.** Introduce the theme to the reader by stating it. The theme must be identical to the thematic title of the unit. Since the theme is in fact the title of the unit, you must treat it as a title by enclosing it in quotation marks and capitalizing all main words (as you would when stating, for example, the title of an essay or short story).
- ☐ **B.** State the grade level(s) for which the unit is intended, together with the projected duration of the unit.
- ☐ **C. Criteria for selecting texts**
Of the six texts, one will serve as the **anchor text**, and the other five will serve as **complementary texts*** (see below for explanation). In addition, your collection of texts **must** include print or nonprint media items, interdisciplinary material(s), and texts from a variety of genres.

State the titles of the anchor and five complementary texts comprising the unit, and identify **each** text as follows (**do NOT use the numbers to do so**):

- (1) as anchor or complementary;
- (2) by genre;
- (3) as print or nonprint media;
- (4) as interdisciplinary or not

- ☐ **D.** State the primary dimensions of the theme (topics, essential questions, debates) and discuss **each** dimension in terms of how it enables you to do one or more of the following, each of which must be addressed at least once:

- 1. **use ELA to help pupils to become familiar with their own and others’ cultures (NCTE 2.2)**
- 2. **explore with pupils and make meaningful connections between the ELA curriculum and developments in culture, society, and/or education (NCTE 2.5)**
- 3. **assist pupils in developing habits of critical thinking and judgment (NCTE 2.4)**; include here a variety of critical thinking questions, essential questions, and questions related to critical theory (see rubric for details).

- ☐ **E.** Discuss the contribution(s) **each** of the six texts makes to one or more primary dimensions of the theme (topics, essential questions, debates).

- ☐ **F.** In relation to your theme or any aspect of it, **state and briefly describe one possible service learning project that you might undertake to implement in consultation with intended partners (including your pupils) and that can be completed in the timeframe of your unit. Include both WHAT it is and the INTENDED PARTNERS (school and/or community person[s] or group[s]). The description may be as brief as several sentences (see Appendix I for examples and several resources). (NYLC Standard 6: Partnerships)** Briefly explain the *tentative* scope of the service learning project you suggest. A project may be a small one that involves only a few lessons and a single task or event. On the other hand, it could be a larger one threaded through the unit, maybe even serving as the “backbone” of the unit and culminating in an activity or product that might also serve as (part of) the summative assessment of pupil learning over the course of the unit. **(NYLC Standard 8: Duration and Intensity)**

- Keep in mind that a theme must be developmentally appropriate for the grade level(s) for which it is intended!

**Anchor and complementary texts*

An **anchor text** is the text that “anchors” the unit in the sense that it is the text that puts the focus on and explores, in a sustained manner, a significant element of or issue in one’s own or others’ cultures. It is often a longer text. It could, for example, be a novel, an autobiography, or a full-length play. But, it could also be a longer essay among shorter texts of a variety of genres, or a short story among a number of brief essays, poems, or images.

In contrast, **complementary texts** are often shorter texts, each of which serves one or more of the following purposes:

(1) to (re)present or explain culturally relevant issues or perspectives that are addressed in only a limited or biased manner in the anchor text (such as, for example, the dehumanization of African peoples in Joseph Conrad’s *Heart of Darkness*, a perspective that Chinua Achebe later explores in *Things Fall Apart*), or that remain altogether absent, unseen, “unsaid,” “suppressed” in the anchor text (for example, in a unit including *Lord of the Flies*, it might be useful to consider a brief text addressing the absence of women in any novel, possible historical or cultural reasons for such an exclusion, and the consequences for women readers in particular);

(2) to provide context, including but not limited to biographical information and/or information concerning the historical era, events, and conventions (for example, a unit including a Shakespearean play might usefully include a sketch of the Globe theatre and an explanation of its elements, such as the slanted stage and the machine that gave rise to the literary term “deus ex machina”; a unit including *Death of a Salesman* might include a text discussing the loss of certain types of jobs in the contemporary moment);

(3) to supply and/or explain information that enhances understanding of the theme (for example, in a unit involving a work by Edgar Allen Poe, it might be useful to include pictures of Gothic architecture; an explanation of the characteristics that make a literary or architectural work “gothic”; and/or a brief text discussing features of the contemporary goth movement).

III. DEMOGRAPHICS (Contextual Factors) [as noted below and on rubric, subsection aligns with NCTE Standard 2.1]

Purpose

The demographics illustrate that the teacher can identify significant elements of the school and community socio-cultural context, classroom characteristics, and pupil characteristics that must be considered in order to **create an inclusive and supportive learning environment in which all students can engage in learning**, and discuss three (3) approaches that these elements suggest might be necessary to employ in order **to create such an environment (NCTE 2.1)**.

Your Task

Identify significant elements of the school and community socio-cultural context, classroom characteristics, and pupil characteristics that must be considered in order to create an inclusive and supportive learning environment in which all students can engage in learning. Provide sections as noted below and please CLEARLY LABEL items A-D by both letter and name. Items A – D below *may* be presented in bullets, tables, graphs, and so forth. Item E **must** be a narrative exposition (one or more explanatory paragraphs).

- ☐ **A. Community, district, and school characteristics** Provide information or data about the community, district, and school with regard to at least **two** of the following. Please label each of the two by providing a subheading. (New York State Vital Statistics {http://www.health.state.ny.us/nysdoh/vital_statistics/}, local newspapers, district/school/community websites, and School Report Cards {<http://www.nysed.gov>} are several very useful sources.)
 - **Major sociological, political, and/or economic issues** (for example: a sudden shift in population; wealth or poverty; race/ethnicity relations; political climate)
 - **Major cultural considerations** (for example, a large population of pupils for whom English is a second language; a high value placed on sports; degree of community support for education)
 - **Major resources** of the community relevant to your unit theme (e.g., local writers, past or present; community theatre groups; persons with expertise in a particular field; local organizations or social movements)
- ☐ **B. Classroom characteristics** Briefly, and to the extent possible, address physical features, availability of technology, equipment, and resources, and the extent of parental involvement in the classroom.

- ☐ **C. Pupil characteristics** Address pupil characteristics of the class for which you are planning this unit, and that you must consider as you design instruction and assess learning. The following elements are required. Please identify each using a subheading or numbers 1-4.
- Identify grade level(s)
 - Identify all pupil characteristics you believe you must consider when designing and implementing instruction and assessment. These characteristics include but are not limited to age, gender, race/ethnicity, special needs, achievement or developmental levels, culture, language, interests, or learning styles/modalities.
 - Identify at least one particular disability represented in your classroom that would be addressed by an IEP or a 504 Plan. Describe how the disability manifests itself in the behavior and needs of any pupil(s).
 - Describe the known skills and prior learning of the pupils as a whole. To do so, you **must** refer to State exams and scores relevant to the grade level (e.g., for a grade nine class, eighth grade English Language Arts and Mathematics Exam scores). You *may* briefly describe the year's previous units insofar as they may be relevant.
- ☐ **D. Setting** If other than the usual classroom setting, describe where the unit will be taught (for example, the school auditorium/theatre).
- ☐ **E. Implications of contextual elements for the creation of an inclusive and supportive learning environment in which all students can engage in learning (NCTE 2.1)** Characteristics of the community/school, classroom, and pupils (that is, elements presented in A – C above) intersect and constitute the context in which instruction and assessment occur. Examine this context in order to ...
- ☐ Identify at least **two (2) elements** of the context that you believe are among the most important to consider in order to create an inclusive and supportive learning environment in which all students can engage in learning. Briefly explain why you believe these two elements are among the most important.
 - ☐ Discuss what these elements suggest you might need to do in order to create an inclusive and supportive learning environment in which all students can engage in learning. You should do this by selecting and discussing at least **three (3)** of the following practical matters as they relate to one or both of the elements you have identified as among the most important. Be sure to indicate by subheading (items below in all caps) the three practical matters you are addressing. You may incorporate relevant research, pursued independently or in the context of another course.
 - **SERVING AS A ROLE MODEL:** practices you will engage in so as to serve as a role model
 - **UPHOLDING GUIDING PRINCIPLES:** one or more principles regarding productive relationship-building that you will rely on
 - **ENSURING WORK EQUITY:** equitable homework/classwork/quiz/test/project expectations and make-up policies
 - **USING SUPPORTIVE CLASSROOM MANAGEMENT PRACTICES:** supportive classroom management practices, strategies, or routines
 - **IMPLEMENTING COOPERATIVE LEARNING:** inclusive and supportive cooperative learning grouping patterns and/or principles
 - **VARYING INSTRUCTIONAL STRATEGIES:** use of a variety of instructional strategies and models of teaching (identified by name) so as to meet the needs of all learners
 - **ENSURING ASSESSMENT EQUITY:** use of forms of assessment that are meaningful to students and advance their learning
 - **CREATING A SAFE ENVIRONMENT FOR ALL:** effective response(s) to bullying and/or discrimination among pupils
 - **MAKING CONFLICT PRODUCTIVE:** effective engagement of polarized/polarizing views on sensitive issues
 - **RECOGNIZING AND VALUING INDIVIDUAL LEARNING DIFFERENCES:** effective management of widely varied achievement or ability levels
 - **MAKING (NON)DIVERSITY PRODUCTIVE:** the extent to which you perceive there to be diversity in the class and the means by which you will attempt to make the level of (non)diversity productive
 - item of your choice
- ☐ **F. Briefly discuss possible service learning projects suggested by community and school characteristics (see Appendix I for examples and several resources). (NYLC Standard 1: Meaningful Service)**

IV. UNIT GOALS (Learning Goals)

Purpose

Goals as related to curriculum are broad statements of intent indicating what pupils will have achieved by the **end** of

the unit. That is, unit goals are **not** individual or group activities pupils engage in during the unit, nor are they lesson/activity objectives, which identify specific and often measurable outcomes that contribute to achieving the unit goals. Goals are organized into three types – content; skill/process; and attitudinal/dispositional; they are also aligned with appropriate state and national standards.

Goals serve several purposes: they illustrate the teacher’s ability to set significant, varied, and challenging but also appropriate achievement targets; guide instruction and assessment; and link instruction and assessment to appropriate state and national standards.

In order to demonstrate your ability to set significant, varied, and challenging but also appropriate achievement targets, the goals for your ELA unit for this course must engage all seven (7) of the governing strands of ELA:

ELA Governing Strands (as suggested by NYS and NCTE/NCATE standards)
1. Reading: Processes & Purposes Employing different mode(s) (efferent, aesthetic, close, critical) for different purpose(s): for information, personal response, close analysis, critical evaluation {NCTE 3.3, 4.8, 4.9}
2. Writing: Processes & Purposes Meeting different purposes (e.g., to narrate or reflect); for different audiences; in different genres (e.g., essay, poem); using a specific technique, composing process, or phase of a composing process {NCTE 3.2, 3.4}
3. Listening/Observing: Processes & Purposes Employing different mode(s) (efferent, aesthetic, close, critical) for different purpose(s), e.g., to gain information, comprehend, or evaluate; in specific circumstances (e.g., observing a piece of art in a museum; listening to a conference speaker) {NCTE 3.2}
4. Speaking: Processes & Purposes Meeting different purposes (e.g., to give information; express personal responses; critique); for different audiences {NCTE 3.2, 3.4, 4.4, 4.5}
5. Exploring Media: The Medium and The Message Investigating media and communication technologies and their uses in and impact on culture, including, for example, (non)print, visual, or oral text(s), e.g., art, poster, magazine cover, video or audio clip, or examination/ production of Facebook pages, blogs, podcasts, and wikis {NCTE 2.4, 3.6, 4.6}
6. Exploring Language Examining and expanding vocabulary; usage in and of itself and in context, including literal and figurative meaning; morphology; socio-cultural connections, e.g., language change, dialect {NCTE 3.1, 4.4., 4.5}
7. Exploring Conventions, Grammar, & Syntax Studying Standard English conventions (spelling, punctuation, paragraphing, capitalization) and grammar; non-Standard choices writers make to create or enhance meaning; style; sentence variety to enhance meaning; sentence combining {NCTE 3.1}

Your Task

- ☐ A. Create and state the unit goals for the unit. You must have at least three goals (see B. below); 6-8 are more typical, but sometimes more are necessary. If you end up with more than 10, see if some can logically be combined.
- ☐ B. Name their type: content, skill/process, or attitudinal/dispositional. You **must** include **at least one goal** of **each** type.
- ☐ C. Align each goal with a relevant NYS Standard, including level (elementary, intermediate, commencement) **or** grade (use the NYS Core Curriculum for guidance). **Identify with an “SL” the goals designed in relation to the service learning project and those that will be supported by the service learning project. (NYLC Standard 2: Link to Curriculum)**
- ☐ D. Identify the governing strand(s) of ELA that each addresses. Taken together, your unit goals **must CLEARLY AND CREDIBLY** address **all seven** governing strands, linking concepts central to the strands and to the specific theme of the unit as appropriate.

- ☐ E. Present all elements (goals, type, alignment with NYS Standards, alignment with ELA governing strands) in a table or some other clearly organized format.

Here are a number of important and typical goals to consider adapting to use in any unit (fill in the blanks to customize any goal to your text{s}):

Content

- 1. Students know and understand the distinguishing features of the various genres they are engaging, genres including but not limited to ____.
- 2. Students know and understand the main characters and sequence of events in ____, including but not limited to ____.
- 3. Students know and understand the structure and main point(s) of [name of essay{s}].
- 4. Students know and understand a variety of literary terms and techniques, including but not limited to ____.
- 5. Students know and understand the core concepts engaged in the unit that are relevant to exploring their own and others' cultures and/or contemporary developments, including but not limited to ____.
- 6. Students know and understand a range of new vocabulary relevant to the text.

Skill/Process

- 1. Students develop the ability to make connections among texts and between issues in texts and in contemporary society, including but not limited to ____.
- 2. Students develop the ability to differentiate literal from figurative meaning.
- 3. Students develop the ability to analyze and use language in relation to various audiences.
- 4. Students develop the ability to identify and explain, with reference to literary terms and techniques, multiple levels of meaning in a text.
- 5. Students develop the ability to use the writing process to produce descriptive, narrative, expository, and/or persuasive texts.
- 6. Students develop the ability to use reason and evidence in expository and/or persuasive texts and/or speeches.
- 7. Students develop the ability to structure their writing and/or speaking in a variety of ways, including but not limited to compare/contrast and least to most important.
- 8. Students develop the ability to vary sentence structure.
- 9. Students develop the ability to use, effectively in relation to audience and occasion, gesture/body language, enunciation, projection, and eye contact when speaking in a (semi)formal setting.
- 10. Students develop the ability listen for [information and understanding/ literary response and expression/ critical analysis and evaluation/ social interaction].

Here is an example of several possible unit goals for an upper grade, nontraditional unit titled “From Rosie the Riveter to Rosie O’Donnell: Images of Women in Contemporary Society, 1945-2005.” The unit might include a number of visual texts – e.g., pictures of Rosie the Riveter, Twiggy, Janis Joplin, Oprah, Rosie O’Donnell, Jessica Simpson, Marge Simpson, and so forth – but would also include short print texts such as “Girl” by Jamaica Kincaid, the classic “How to Be a Good Housewife” article, and excerpts from Annette Fuentes and Barbara Ehrenreich’s *Women in the Global Factory*.

Unit Goals <i>Students. . .</i>	Type of Goal: Content, Skill/Process; Attitudinal/ Dispositional	Alignment of Goal with NYS Standard # and level (elementary, intermediate, or commencement) <u>OR</u> grade level	ELA: Governing Strand(s)
1. Understand that images of women change over time along with culture-specific social norms, and that a given social norm is informed by and privileges particular social values.	Content		<ul style="list-style-type: none"> ▪ 3. Listening/ Observing ▪ 5. Exploring Media
2. Understand that language used to represent women both influences and changes with socio-historical circumstances, varies across (sub)cultures, and represents particular social values.	Content		<ul style="list-style-type: none"> ▪ 6. Exploring Language
3. Know standard English grammar rules involving punctuation of independent clauses, and identify instances in which a writer breaks such rules in order to achieve a particular effect.	Content		<ul style="list-style-type: none"> ▪ 7. Exploring Conventions, Grammar & Syntax
4. Develop the ability to analyze critically, both orally and in writing, a variety of print and nonprint texts and media, for the purpose of evaluating diverse representations of women, diverse social norms, and the values that inform them.	Skill/Process		<ul style="list-style-type: none"> ▪ 1. Reading (for critical evaluation) ▪ 2. Writing (for critical evaluation) ▪ 3. Listening/ Observing (for critical evaluation) ▪ 4. Speaking (to share ideas and for critical evaluation) ▪ 5. Exploring Media
5. Cultivate a disposition towards conveying, receiving, and engaging challenging analyses and alternative viewpoints during class discussions.	Attitudinal/ Dispositional		<ul style="list-style-type: none"> ▪ 3. Listening/ ▪ Observing (to gain information) ▪ 4. Speaking (for critical evaluation)

V. RATIONALE [as noted below and on rubric, subsections align with NCTE Standards 3.3.2 and 3.3.3]

Reading Approaches and Strategies Paper

Purpose (Frame)

What exactly do we do when we read? This question now haunts not only the humanities, which have traditionally been obsessed with textuality, rhetoric and the play of the sign, but, increasingly, the social sciences, cultural critique

As suggested by state and national standards for English language arts (ELA), one of the central purposes of ELA is to enable all students to read effectively a wide range of texts for a wide range of purposes. Even and especially as the question of what we do when we read is debated at the level of theory and with regard to the social purposes served by various ways of reading, the effective ELA teacher needs to know, understand, and be able to use

- ✓ **a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts (NCTE 3.3.2), and**
- ✓ **a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts** demonstrating preparation to **teach those strategies to students (NCTE 3.3.3).**

Over the past several weeks, we have been engaging various forms of **the essential question, How do we approach the reading of any text , why (for what purposes and with what consequences), and what teaching strategies are most useful for developing and extending middle- and high-school students' ability to employ various approaches to reading?** The purpose of this paper is to demonstrate the extent of your knowledge of approaches to teaching reading, your ability to identify and explain their connections to the New York State standards, and your ability to identify and explain effective teaching strategies that develop student competence in the various approaches.

Your Task (PROMPT)

Now it is your turn to engage this essential question. Write a well-developed **expository or persuasive** essay that responds to the following scenario.

Scenario

Congratulations! You have an interview for a position teaching English language arts. One of the interview components is a paper prepared by you and to be submitted to the interview team prior to your interview. The interview team will read your paper, and part of the oral interview will be a discussion and further exploration of ideas in your paper. The interview team consists of one or more administrators (e.g., the Department Chair or the principal), several ELA teachers, and a student. The topic (not necessarily the title of the paper) that the team has given you to write on is “approaches to reading and strategies for teaching them.” In other words, your task is to show ...

- that you know, use, and can explain with reference to theory and research, **a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts (NCTE 3.3.2), and**
- that you know **a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts** demonstrating preparation to **teach those strategies to students (NCTE 3.3.3).**

To meet these aims, write a paper that, in a clear, concise, and integrated manner,

- ☐ 1. Explains at least **four different approaches to reading**, citing relevant theory and/or research (e.g., thematic approach; “less is more” approach; structure and craft approach; literary/critical theory approach; reader-response approach; a Freirean “word-to-world” approach, and so forth).
- ☐ 2. Aligns each approach with one or more NYS standards or performance indicators and provides a credible justification for each alignment.
- ☐ 3. Names **four strategies that provide opportunities for students to develop competence in the four approaches**; each strategy may support more than one approach, but each approach must be addressed at least once. **One of these strategies must be service learning. Be sure to explain what service learning is and why it is considered to be a powerful teaching strategy. Support your explanation with reference to theory and/or research.**
- ☐ 4. Provides, for each of the four strategies, BOTH
 - a brief overview of what its implementation entails (that is, note the main procedural steps); and
 - a credible justification for WHY it is aligned with the approach(es) you claim it is.

- ☐ 5. In a table (I suggest the template below), names and very briefly describes **4 additional strategies** and credibly aligns each with one or more approaches to reading; be certain to embed the table in the paper at an appropriate point, and to reference the table in the text itself.

Table 1: Additional Strategies and Their Alignment with Approaches to Reading

Strategy and Brief Description	Alignment of Strategy with Approach(es) to Reading

★ **See the Rubric for further guidance.**

References

DeFazio, Kimberly. "Reading is the Other Name of Class." *The Red Critique: Marxist Theory and Critique of the Contemporary* 11 (Winter/Spring 2006). www.redcritique.org

VI. UNIT CONTENT

Purpose

The Unit Content section illustrates the teacher's breadth and depth of content knowledge relevant to the unit theme, together with the ability to specify the content and skills that must be taught, revisited, or engaged in order to enable pupils to achieve competence in the Unit Goals.

Your Task

List the Unit Content items that are likely necessary to address during the course of the unit, categorized under the headings noted below. **Identify with an "SL" the content that will be supported by the service learning project. (NYLC Standard 2: Link to Curriculum)**

Refer to the rubric for specific criteria, but in any case be sure to include . . .

☐ **A. Concepts Central to Unit Theme [III.A.8. from R&D File]**

- 1. List ALL words and phrases that are concepts (excluding literary terms) that you believe are central to your topic (e.g., the American Dream; patriarchy; identity; bearing witness; prejudice; hypocrisy; integrity; code-switching; archetype; white privilege) and will be relatively new to students or important enough to return to frequently during the unit. Such concepts usually involve large social issues. For example, if the theme is "Who Am I, and Why?" central concepts might include identity, identity crisis, social construction of identity, the "other," gender, race/ethnicity, class, hegemonic and oppositional social forces, resistance
- 2. Select from your list the three most important concepts, **and for each provide**
 - a. an explanation of why it is central to your unit **and**
 - b. a substantive definition of it that your students will be able to understand. You may NOT use a dictionary. You must use a reliable and scholarly source, e.g., scholarly articles or books. You may use information from several sources to create a single definition. Cite your sources using MLA format.

☐ **B. Generalizations Central to Unit Theme [III.A.6. from R&D file]**

- 1. Reflect on your set of texts and review your annotations. Then, generate and list the major "truths" or "life lessons" of the texts that you want students to think about, discuss, and remember. These should be in your own words and in complete sentences. Include at least five.
- 2. Find and list at least 10 quotes that you believe capture or best address the issues at the core of your collection of texts. You may find these quotes on line, in a book of quotes, or in a scholarly text. A maximum of 5 can be from your anchor or complementary texts. Cite your sources using MLA format.

❑ **C. Items of Importance** in the following subcategories

- **1. Key Vocabulary:** words with which students need to be familiar in order to develop a practical, literal understanding of any text they must read. Glean words from the anchor and complementary texts to the extent required by your instructor, and list them, along with the page number/stanza for each and the definition of each. [III.A.3. from R&D File]
 - **2. Discipline-specific Terminology Central to Unit Goals:** e.g., memoir, audience, writing process, foil, conflict, denouement, intentional fallacy, reader-response theory, independent clause, setting, point of view, chiaroscuro.
 - a. From the techniques and tropes that you identified in III.A.1.a. above, list **3** that you want to be certain you will engage in this unit. Provide substantive definitions for each.
 - b. Identify the GENRE of two of your texts. Provide substantive definitions of each.
 - **Be sure the definitions will be accessible and meaningful to your students.** You may combine elements of definitions from several sources to produce your own. Cite your sources. See **Appendix I** of this document for on-line Glossaries of Literary Terms, or use a glossary you have.
- [III.A.2.a.&b. from R&D file]
- **3. Literary, Critical, Cultural, Historical, Pedagogical, and/or Biographical Information** e.g., on a text; region; historical era; writer; genre; contemporary issue or teaching strategy [Reference the article from IV.A.1. from R&D File]
 - **4. Essential Questions (at least 10)** [III.A.7. from R&D File]
 - **5. Two sentences/passages from your texts and an explanation of how you would use each to teach grammar and/or syntax** [III.A.4. from R&D File]
 - **6. One sentence/passage from one of your texts and an explanation of how you would use it as a writing prompt** [III.A.5. from R&D File]
 - **7. A “model” essay and an explanation of how you would use it to teach something about writing** [IV.B.1.&2. From R&D File]

Substantive Definitions of Concepts and Generalizations:

Concept “A word or phrase that denotes a category of information.”

“Concepts may range from high-level abstractions that encompass numerous specifics to a lower-order abstraction near a concrete base. They are the understandings each of us has about the discrete items that make up our world, from simple, concrete examples such as dogs to the abstract idea of democracy. Basic concepts have the power to organize and symbolize vast amounts of information. Any one concept can be illustrated at different levels of complexity, abstraction, [or] generality” (Orlich, 1990, p. 339).

Examples

Patriarchy, power, hierarchy, catalyst, metaphor, zeugma, class conflict

Generalization “A broad inclusive statement of relationships among concepts.”

“Generalizations have degrees of complexity and completeness and can be the essence of [a] principle. Generalizations are derived from . . . content, but they are not content themselves. They have content as their source, and their substantiation and proof comes from content. Although generalizations may vary in their inclusiveness, the most useful one should have universal application and contain no references to any particular peoples, places, or times. Often, they have predictive value” (Orlich, 1990, p. 339).

Examples

- Every society has had rules, written or unwritten, by which social control over the people’s conduct is maintained.
- “Monsters” are created through a socio-cultural process of “othering.”
- A compound sentence consists of two independent clauses linked by one of the following three methods: (1) comma + coordinate conjunction; (2) semicolon; (3) semicolon + conjunctive adverb followed by a comma.
- Text structure varies.

References

Orlich, D.C. et al. (1990). *Teaching strategies*. Lexington, MA: D.C. Heath and Company.

VII. UNIT OVERVIEW [as noted below and on rubric, subsections align with NCTE Standards 2.6, 4.5, and 4.7]

Purpose

The Unit Overview illustrates the teacher's ability to plan a scope and sequence of learning experiences that ...

A. provides for frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students (NCTE 2.6);

B. engages pupils often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms (NCTE 4.5);

C. engages pupils in learning experiences that consistently emphasize varied uses and purposes for language in communication (NCTE 4.7)

Your Task

Provide an overview of your unit that demonstrates your ability to plan a scope and sequence of learning experiences that meets criteria A-C above. In addition, **include service learning activities, as well as service learning stages as appropriate: (1) Inventory and Investigation; (2) Preparation and Planning; (3) Action; (4) Reflection; (5) Demonstration (see Appendix II for details).**

- ★ **At a minimum**, each class session must specify the Phase of the Unit, the Unit Goal/s addressed and the unit content element engaged (EQ, concept, literary term/technique, or generalization). That is, for each class session, the first row (Unit Phase) and rows A.1. and B.3. must be completed.
- ★ Each unit goal and each ELA governing strand must be addressed at least once.
- ★ **IN ADDITION: TWO FULL WEEKS OF THE UNIT must be planned IN DETAIL, addressing items as follows:**

Requirements	Monday	Tuesday	Wednesday	Thursday	Friday
IDENTIFY THE PHASE OF THE UNIT: Generating Ideas Phase (GIP), Interacting with Ideas Phase (IIP), or Refining Ideas Phase (RIP)					
A. To demonstrate your ability to plan a scope and sequence of learning experiences that provides for frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students (NCTE 2.6), state:					
A.1. FOR EACH CLASS SESSION: <ul style="list-style-type: none"> • Unit Goal(s) addressed (by number) AND • the specific ELA governing strand(s) engaged that day (by name) 					
A. 2. As applicable, title(s) of text(s) engaged each class session					
A. 3. The primary activity, instructional strategy/tool, or model of teaching					
B. To demonstrate your ability to plan a scope and sequence of learning experiences that engages pupils often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms (NCTE 4.5), state:					
B. 1. The primary form(s) through which ideas are presented: oral, written, visual					
B. 2. Discussion framework(s) (e.g., think/pair/share; student centered discussion; critical theory questions; critical thinking questions; reader-response questions; Socratic dialogue based on an EQ or set of EQ's)					
B. 3. Ideas engaged (e.g., themes, EQ's, concepts, literary terms/techniques, generalizations)					
B. 4. Skill(s) promoted (e.g., interpreting symbol[s]; analyzing motive or setting; analyzing word choice in relation to audience; evaluating writer's position or tone, and so forth)					
C. To demonstrate your ability to plan a scope and sequence of learning experiences that engages pupils in learning experiences that consistently emphasize varied uses and purposes for language in communication (NCTE 4.7), state:					
C. 1. The mode (writing or speaking) and purpose for using language in communication (e.g., convey information, share personal responses, evaluate ideas of others)					
As applicable, homework & due date					

- It is up to you which 2 weeks you decide to detail.
- See the next page for a more usable form of the table above (you can copy and paste it into your files and then complete it). **IT IS IMPERATIVE THAT YOU SEE THE RUBRIC FOR FURTHER DETAILS!**

TEMPLATE FOR YOUR USE: VII. Unit Overview

Requirements	Monday	Tuesday	Wednesday	Thursday	Friday
Unit Phase (GIP, IIP, or RIP)					
A. 1. <ul style="list-style-type: none"> Unit Goal(s) addressed (by number) AND the specific ELA governing strand(s) engaged that day (by name) 					
A. 2. As applicable, title(s) of text(s) engaged					
A. 3. The primary activity, instructional strategy/tool, or model of teaching					
B. 1. The primary form(s) through which ideas are presented: oral, written, visual					
B. 2. Discussion framework(s)					
B. 3. Ideas engaged (e.g., themes, EQ's, concepts, generalizations)					
B. 4. Skill(s) promoted					
C. 1. The mode (writing or speaking) and purpose (e.g., convey information, share personal responses, evaluate ideas of others)					
As applicable, homework & due date					

VIII. INSTRUCTIONAL PLANS [lesson plans as noted below and on rubric align with NCTE Standards 4.2, 4.6, 4.8, and 4.9]

Purpose

Lesson plans are important tools used by teachers to implement educational goals and prepare for instruction. They are required for several reasons:

- Lesson plans answer questions beforehand about what the students and the teacher are going to do on a given day. They require specificity, providing a framework for teacher candidates to think about a population and organize content to meet the needs of the population. In particular, they detail daily aims and their alignment with unit goals; delineate the content and skills to be engaged; describe the steps necessary for productive engagement with the content and skills, including actions on the part of both teacher AND students; and indicate embedded assessments that help teacher and students assess progress toward daily aims and unit goals.

- Lesson plans give faculty access to teacher candidate thinking about the teaching-learning process. They thereby enable faculty to meet the goal of educating teacher candidates in thinking about that process.

Lesson plan formats vary. The following sets forth the College of Saint Rose expectations for any “long form” lesson plan.

Lesson Plan Format: Long Version

TITLE Forecasts the specific focus of the particular lesson.

DEMOGRAPHICS

Describes target pupil population and context. Includes, for example, grade level/age range, setting (time and place), number of pupils and staff, and the pupil characteristics that will be necessary to consider and accommodate in this lesson.

STATEMENT(S) OF INTENT

Presents the purpose of the lesson and incorporates the following, though not necessarily in separate sections:

- The prior learning that is necessary for pupils to have in order to experience success in the lesson.
- As appropriate, the core substance (content and/or skills) of the lesson.
- The purpose(s) or aim(s) of the lesson for all pupils and, as necessary, for pupils with special needs.
- The alignment of each statement of intent with a unit goal.
- The type of statement of intent (content, skill, attitudinal/dispositional).

The statements of intent can take different forms, e.g., benchmarks, concepts, dispositions, generalizations, goals, objectives, outcomes, processes, and skills.

RATIONALE

Explains the connection between the Statement(s) of Intent, Demographics, and the Procedures.

The rationale answers the questions, “Why teach this content and/or skill?” and “What particular methodology will you use and why?” Content rationale is drawn from New York State Learning Standards; New York State Curriculum Guides; national, regional, state, and local professional associations (e.g., NCTE and NYSEC); local curriculum guides; and relevant research, theory, and scholarship. A rationale for methodology is drawn from theory- and research-based findings (e.g., of how particular pupils learn best, educational psychology principles, learning theory that informs age-appropriate pedagogy).

PROCEDURES

Details, in a step-by-step manner, the implementation of the lesson. It is clear from this section that

- The teacher has thought through the lesson from start to finish
- Procedures are aligned with both Statement(s) of Intent and the methodology noted in the Rationale
- The teacher has made required accommodations and/or modifications such as those identified in a Section 504 Plan, and IEP, or for ELL pupils.

The FORMAT must enumerate steps that include the following:

- **Introduction:** List the steps the teacher takes to introduce the lesson. For example, one may begin with a preset, an advance organizer, a signal for attention, a pivotal question, a discrepant set of facts, and invitation to activate prior knowledge, or a preview of the lesson.
- **Body:** List the steps the teacher takes to develop the lesson. Delineate the substance of content to be engaged or investigated. Identify the methods the teacher will use; for example, one might specify techniques for facilitating pupil participation, questions and anticipated responses, transitions, or specific techniques for guiding and monitoring instruction.
- **Assessment of Learning:** Indicate any assessment (diagnostic, formative, summative) made to determine pupil competence in the statement(s) of intent and/or unit goals. Assessment may be embedded as one or more procedural steps throughout or at the end of the lesson.
- **Closure:** List the step(s) the teacher takes to end the lesson. Steps the teacher takes to help pupils reach closure may involve, for example, asking a thought-provoking question, reviewing the major concepts of the lesson, articulating generalizations, or completing a K-W-L chart.

TEACHER REFLECTION

Narrates, after implementation of the lesson, the teacher candidate’s evaluation of the written plan and its implementation, and may discuss implications for future teaching and learning (that is, possible modifications to the lesson).

RESOURCES Lists necessary materials, works cited, and/or teacher and pupil resources.

Any “short form” of the lesson plan must include the following: Title; Statement(s) of Intent aligned with Unit Goals; Procedures (introduction, body, closure, modifications as needed); Evaluation of Pupil Performance; and Materials.

Your Task

For Student Teaching: In consultation with your cooperating teacher and supervisor, create long and/or short form lesson plans as necessary for your specific placement and unit, [incorporating service learning as possible](#).

For Methods

Create lesson plans for your unit that meet the requirements A-D noted below [and that incorporate service learning](#). A single lesson may meet a number of requirements!

☐ **A. Lesson plans meet the requirements for long or short formats as articulated above. See the rubric for further details.**

☐ **B. The set of lesson plans illustrate your ability to ...**

☐ **B.1. align goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work {NCTE 4.2}.**

☐ **B.2. demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students {NCTE 4.9}.**

☐ **C. Individual lesson plans meet the requirements for unit phases and formats as follows:**

☐ One Generating Ideas Phase lesson plan (introductory lesson activating prior knowledge, introducing unit theme, and making content relevant and motivating). **This lesson plan must be in long format.**

☐ Four lesson plans from the Interacting with Ideas Phase of the unit (middle lessons linked to and engaging pupils in many-sided exploration of theme), three if block scheduling. **One of these lesson plans must be in long format, and one in short format.** The others may be in the format of your choice.

☐ One Refining Ideas Phase lesson plan (culminating lesson drawing on higher levels of thinking to refine new and prior knowledge), long or short format.

☐ **D. Pedagogy: Of the following 8 items (1-7 are aligned with the 7 ELA governing strands), numbers 1, 5, and 7 are required. Choose and complete 2 of the 5 remaining items.**

☐ **REQUIRED 1. Reading:** I demonstrate my ability to **engage students in making meaning of texts through personal response OR in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances {NCTE 4.8}.**

☐ **2. Writing:** I demonstrate my ability to construct a learning experience that teaches some aspect of writing (for example, the components of an effective introductory paragraph) or engages students in one or more components of the writing process (for example, pre-writing or revision).

☐ **3. Speaking:** I demonstrate my ability to incorporate a formal speaking activity (book talks, panel presentations, quote explications, recitation, dramatic reading/performance, analysis of art work, and so forth).

☐ **4. Listening/Observing:** I demonstrate my ability to incorporate a formal listening OR observing activity (guided listening or observing during a book talk, panel presentation, quote explication, recitation, dramatic reading/performance, visual survey/inventory of several art works, listening to an audio event/podcast, and so forth).

☐ **REQUIRED 5. Exploring Media:** I demonstrate my ability to **engage students in critical analysis of different media and communications technologies {NCTE 4.6}.**

☐ **6. Exploring Language:** I demonstrate my ability to incorporate an activity that engages questions of language beyond rote vocabulary study.

☐ **REQUIRED 7. Exploring Conventions, Grammar, and Syntax:** I demonstrate my ability to incorporate an activity that engages questions of conventions, grammar, and/or syntax.

☐ **8. Use of student centered or critical theory/thinking based questions:** I demonstrate my ability to facilitate sustained and

authentic discussion of a (portion of) a text, for the purposes of interpreting, evaluating, or critically analyzing ideas, by using one of the following in a lesson: student centered discussion questions; critical theory questions; critical thinking questions.

The lesson plans you develop may be consecutive or selected from various points in the unit. In any case, and for ease of identification, **the lesson plans you develop must be numbered consecutively**. So, for example, your first lesson plan would of course be numbered #1, but if the next one you choose to develop occurs 7 class sessions into the unit, you would number it #2.

NB: ON THE UNIT PLAN RUBRIC, YOU MUST COMPLETE THE COLUMN INDICATING THE IDENTIFYING NUMBER OF THE LESSON(S) MEETING SPECIFIC COMPETENCY REQUIREMENTS. IF YOU DO NOT, YOUR UNIT WILL BE RETURNED TO YOU AND MARKED LATE FOR EACH DAY I DO NOT HAVE IT. IN SOME CASES, THIS MEANS YOU COULD RECEIVE A GRADE OF F FOR THE COURSE.

In addition, identify service learning related lessons by “SL.” At least one must be identified as “SL.”

IX. UNIT EVALUATION [subsection aligns with NCTE Standard 4.10 as noted below and on rubric]

Purpose

The Unit Evaluation section serves at least two purposes:

It demonstrates the teacher’s ability to ...

1. Develop a summative assessment for the unit that ...
 - a. is or includes an unbiased, interesting, worthwhile performance-based task;
 - b. will allow students to demonstrate what they know and can do in relation to specified Unit Goals; and
 - c. enables you to assess the extent to which students have achieved competence in the specified Unit Goals.
2. **Integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products (NCTE 4.10).**

Your Task

Complete “A.” and “B.” below. “C.” *may* be required.

A. Develop a Summative Assessment for the unit.

A summative assessment tool aims to assess what students have learned over the course of the unit or year, as articulated by the unit or year goals. Not infrequently, summative assessments have two parts:

(1) a **selected response section** that usually assesses student understanding at the lower levels of Bloom’s (revised) taxonomy. The selected response section provides an opportunity for students to show that they know and understand content.

(2) a **performance-based section** that aims to enable students to engage content at higher levels of thinking. The performance-based section of the summative assessment provides an opportunity for students to use and refine their understanding of the content and skills in the context of undertaking an authentic activity involving analysis, synthesis, and/or evaluation. The activity or task usually requires students to display (put “on trial”; submit for public evaluation) their (new) knowledge and skills to an audience that, at least potentially, includes others besides the teacher.

For your unit plan, you will need to construct a summative assessment that assesses the progress students have made toward a goodly number of your unit goals. You may choose to construct a two-part summative assessment that includes both selected response and performance based tasks, or you may choose to construct a summative assessment that is solely performance-based. For the performance-based part of the summative assessment, you must also develop and submit an instructional and evaluative rubric.

Requirements

- ❑ 1. Write the summative assessment tool as fully and as clearly as possible, including your name and the name of the class in which it will be used, directions, and due date(s). In other words, prepare it so that it is ready to distribute to students.
- ❑ 2. Construct the tool so that it assesses at least three (3) of your unit goals. If you include a selected response section, the tool should assess at least four (4) of the unit goals. Align every section and/or item (as appropriate) of the summative assessment with a Unit Goal. Next to each section or item of the summative assessment, write the number of the unit goal each section or item assesses (you may write these in pencil). Attach a copy of your Unit Goals.

- ❑ 3. If you include a selected response section, adhere to the following criteria, a-c:

Criteria for Constructing a Selected Response Section

- a. Include point values for items in each section.
- b. For ease of grading, use the following directions for fill-in-the-blanks, multiple choice, matching, and true/false: In the blank to left of each item, write the letter of the best answer.
- c. For fill-in-the-blank items, provide a word bank.

- ❑ 4. Construct the performance-based section, adhering to the following criteria, a-c:

Criteria for Constructing a Performance-Based Section

- a. **Provide a Frame and a Prompt** It is typical to provide a frame for a performance based task. The frame precedes the actual prompt (task). It serves to remind the students of the unit theme and the dimensions of it that have been explored, sets up the prompt (task) in such a way that it is connected to the theme, and helps “scaffold” the student response. Here is an example of a frame and a prompt (task):

FRAME

The Catcher in the Rye, by J.D. Salinger, is a classic study of Anger, Adolescence, and Agency. It raises a number of essential questions including, What is agency? What is adolescence, and when did it first come to be seen as a life-stage? Why does adolescence seem to be so difficult for so many? What changes in the brain are occurring during this stage? Are adolescents angry? Is bullying an expression of anger or agency? What strategies are useful to deal with anger in oneself? In others?

PROMPT

Now it is your turn to engage the theme of Anger, Adolescence, and Agency and demonstrate your knowledge of it. Please respond in a five paragraph essay to one of the following prompts:

- **What are three “typical” characteristics of the stage of adolescence today, and to what extent are these characteristics the same or different from those typical of adolescence as represented in *The Catcher in the Rye*?**
- **Choose an adolescent character from a contemporary movie or television show. Referring to at least three “typical” characteristics of the stage of adolescence, compare and contrast this character with a character from *The Catcher in the Rye*.**

Note that ...

- ❖ the prompt provides choices for the student. However, **both** choices emphasize the same content (“three ‘typical’ characteristics of the stage of adolescence today”) and the same skill (compare/contrast). Because it is necessary to assess ALL students’ progress toward selected unit goals, it is important that all choices in a given prompt emphasize the same content and skill(s), and thus be aligned with the same unit goal(s). In sum, be sure to include choices for students in your prompt section, but also be sure that the choices emphasize the same content and skill(s).
- ❖ the first choice prompt is in the form of an essential question. A prompt could, however, ask students to engage a quote; e.g.:

PROMPT

Now it is your turn to engage the theme of Anger, Adolescence, and Agency and demonstrate your knowledge of it. Please select one of the following quotes and, in a five paragraph essay, evaluate the extent to which you believe the quote describes Holden Caulfield's experience of adolescence as represented in *The Catcher in the Rye*. In your response, be sure to restate the quote, and explain what you believe it means.

- ★ "There is nothing permanent except change." ~ Heraclitus (540-475? B.C.E.)
- ★ "The more things change, the more they stay the same." {Plus ça change, plus c'est la même chose.} ~ Alphonse Karr (1849, *Les Guepes*)
- ★ "Nothingness haunts being." ~ Jean-Paul Sartre (1956, *Being and Nothingness*)

Your performance-based section of the summative assessment, in other words, is a place to use one or more of your quotes, generalizations, or essential questions.

- ⦿ **b. Indicate Content and/or Form(al) Requirements** It is also typical to indicate, following the prompt, the content that must be addressed, as well as the form(al) requirements of the project. E.g.:

Be sure to include in your response all of the following:

- A definition of "adolescence"
- At least three characteristics of "adolescence"

Make sure your essay includes the following elements of an effective essay:

- An introduction with a thesis statement
- A body paragraph
- Compare/contrast transitional expressions
- [add other items....]

- **c. Construct the assessment in accordance with all 9 of the criteria for performance-based assessments explained in "Selecting Tasks for Performance Assessments" (below).**

Selecting Tasks for Performance Assessments

1 Does the task truly match the outcome(s) you are trying to measure?

This is a must. It follows from this that the task should not require knowledge and skills that are irrelevant to the outcome. For example, if you are trying to measure speaking skills, asking the students to provide an oral summary of a difficult science article penalizes those students who are poor readers or who lack the science background to understand the article. In that case, you would not know whether your evaluation of the student was a measure of speaking skills, reading skills, or knowledge of science content.

2 Does the task require the students to use critical thinking skills?

Must the student analyze, draw inferences or conclusions, critically evaluate, synthesize, create or compare? Or is recall all that is being assessed? The solution to the task should generally not be one in which the students have received specific instruction, since what is measured in that case may simply be rote memory. For example, suppose an instructional outcome included analyzing an author's point of view. If a class discussion is devoted to an analysis of the authors' points of view in two editorials and the students are then asked to write a composition analyzing the authors' positions expressed in the same editorials, what is really being measured is probably recall of the class discussion, rather than the student's ability to do the analysis. A better assessment would be to ask students to analyze some editorials that have not been discussed in class.

3 Is the task a worthwhile use of instructional time?

Performance assessments may be time consuming, so it stands to reason that that time should be well spent. Instead of being an "add-on" to regular instruction, the assessment might be embedded as part of it. For example, a given unit might include goals involving the development of public speaking skills, the ability to articulate a position on an issue and develop an argument to support it, and the ability to identify the position of a speaker and evaluate the quality of the argument. In such a case, one might have students practice, as they listen to a number of student presentations, identifying the position of a speaker and evaluating the quality of the argument, followed up by teacher instruction or discussion regarding those skills. The concluding presentation for the unit could be one made by the teacher and asking all students to identify the position presented and the quality of the supporting argument. But the main point here is that the assessment of student presentations (the performance-based section)

would be embedded in instruction of identification of a speaker's position and evaluation of the quality of the supporting argument.

4 Does the assessment use engaging tasks from the “real world”?

The task should capture the students' interest well enough to ensure that they are willing to try their best. Does the task represent something important that students will need to know or be able to do “for life”? Many students are more motivated when they see that a task has some meaning or connection to life outside the classroom. Linking assessments to the essential questions, themes, or concepts framing a unit is useful in this regard, especially if they themselves can be re-cast in terms of salient local issues revealed through the demographic analysis. Additionally, since what is engaging to one student may not be so to another, it is useful to provide several options for students.

5 Can the task be used to measure several outcomes at once?

If so, not only can the assessment process can be more efficient, with fewer assessments overall, but the assessment itself may be constructed so as to assess higher level thinking as displayed by ability to integrate a number of elements.

6 Are the tasks fair and free from bias?

Is the task an equally good measure for students of different genders, cultures, and socioeconomic groups represented in your school population? Will all students have equivalent resources – at home or at school – with which to complete the task? Have all students received equal opportunity to learn what is being measured?

7 Will the task be credible?

Will colleagues, students, and parents view the task as being a meaningful, challenging, and appropriate measure? Again, linking assessments to the essential questions, themes, or concepts framing a unit is useful in this regard, especially if they can be re-cast in terms of salient local issues revealed through the demographic analysis. Above all, it is important to align the task with relevant New York State Standards.

8 Is the task feasible?

Can students reasonably be expected to complete the task? Will you and your students have enough time, space, materials, and other resources? Does the task require knowledge and skills that you will be able to teach?

9 Is the task clearly defined?

Are instructions for teachers and students clear? Does the student know exactly what is expected?

References

Herman, J. L., P. R. Aschbacher and L. Winters. 1992. *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

- ☐ **5. Construct a rubric for your summative assessment tool that enables you to evaluate student progress toward unit goals. The rubric should be both useful to students as they work on the task, and useful to you in evaluating student progress toward unit goals. Consider visiting www.rubrics4teachers.com for ideas and assistance.**

B. Demonstrate that you integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products (NCTE 4.10)

To do this, you must:

- ☐ **1. Create a table that**
 - **a.** lists, in order of appearance in your unit, each assessment tool you have developed for this unit (include all from the lesson plans you have developed AND your summative assessment) and, with the exception of the summative assessment, states the number of the lesson plan each appears in
 - **b.** BRIEFLY describes the assessment tool (e.g., multiple choice; exit pass; matching quiz; writing assignment; frequency of verbal participation in a discussion); if an assessment tool has multiple parts, briefly describe each part
 - **c.** identifies each assessment tool included in the chart as one of the following: diagnostic, formative, and summative
 - **d.** aligns each tool with one or more Unit Goals; restates each relevant Unit Goal in the table; if an assessment tool has multiple parts, be sure that the alignment of each part with one or more Unit Goals is clear; [identifies with “SL” the assessments related to the service learning project.](#)

- ☐ 2. Include the summative assessment tool as developed for distribution to students
- ☐ 3. Show the alignment of each item or section of the summative assessment (as appropriate) with a Unit Goal by including the number of the Unit Goal next to each item or section (Unit Goal numbers may be penciled in)
- ☐ 4. Include the rubric for the summative assessment

X. WORKS CITED/REFERENCES AND BIBLIOGRAPHIES

For all in-text citations, provide a corresponding entry in a works cited/references list. A works cited/references section may follow each section for which it is needed, or all entries may be provided in a separate, labeled section. Entries must follow an acceptable format (MLA, APA, Harvard). You may include a bibliography of potentially useful texts that you have consulted but not referenced.

The College of Saint Rose
Department of Teacher Education
UNIT PLAN RUBRIC

RUBRIC FOR SEC 374 & 520: Unit Plan English: Adolescence Education Methods and Student Teaching

NAME _____ COURSE _____ NAME OF RATER _____ DATE _____

THEMATIC TITLE _____ ANCHOR TEXT _____ PROGRAM (check one)

<input type="checkbox"/> Undergraduate B.S.	<input type="checkbox"/> Graduate M.S.	<input type="checkbox"/> Graduate Certification Only
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REQUIRED ELEMENTS	(SUB)SECTION ALIGNMENT WITH NCTE STANDARDS	OVERALL SECTION RATINGS range: 1-4	SECTION WEIGHT	SECTION SCORE
I. THEMATIC TITLE	--	Comments only:		
II. THEME	Subsections: Overall Theme: 4.1; D.1: 2.2; D.2: 2.4; D.3: 2.5		3	
III. DEMOGRAPHICS	Subsection: E: 2.1		2	
IV. UNIT GOALS	--		1	
V. RATIONALE	Subsections: 3.3.2; 3.3.3		2	
VI. UNIT CONTENT & SKILLS	--		1	
VII. UNIT OVERVIEW	Subsections: A: 2.6; B: 4.5; C: 4.7		2	
VIII. INSTRUCTIONAL PLANS	Subsections: B.1: 4.2; B.2: 4.9; D.1: 4.8; D.5: 4.6		4	
IX. UNIT EVALUATION	Subsection: B: 4.10		2	
X. WORKS CITED/REFERENCES & BIBLIOGRAPHY	--		1	
TOTAL POINTS (range of 18-72)				
OVERALL QUALITY RATING (total points divided by 18)				

Quality Rating	Corresponding Level of Performance for Overall Quality Rating	
4 (3.75-4.0)	Distinguished Candidate	Performance at an independent professional level.
3 (2.75-3.7)	Proficient Candidate	Performance at a level expected of teacher candidates preparing to enter the field; needs minor revision.
2 (1.75-2.7)	Novice Candidate	Performance at a minimal level expected of teacher candidates preparing to enter the field; needs revision of several elements.
1 (1-1.7)	Unsatisfactory as a Candidate	Performance below expectations for teacher candidates; requires major revision of the whole.

★ *Instructors: For NCATE data reporting purposes, please enter (sub)section scores:*

REQUIRED ELEMENTS	(SUB)SECTION ALIGNMENT WITH NCTE STANDARDS	(SUB)SECTION SCORES
II. THEME	Theme OVERALL: NCTE 4.1 ... demonstrates the teacher's ability to examine and select resources for instruction such as textbooks, other print materials, videos, forms, records, and software, appropriate for supporting the teaching of English language arts	
	D.1: NCTE 2.2 ... enables the teacher to use ELA to help pupils become familiar with their own and others' cultures	
	D.2: NCTE 2.4 ... enables the teacher to assist pupils in developing habits of critical thinking and judgment by including critical thinking questions, essential questions, questions related to critical theory	
	D.3: NCTE 2.5 ... enables the teacher to explore with pupils and make meaningful connections between the ELA curriculum and developments in culture, society, and/or education	
III. DEMOGRAPHICS	E.: NCTE 2.1 ... Degree to which the demographics illustrate the teacher's ability to create an inclusive and supportive learning environment in which all students can engage in learning	
V. RATIONALE <i>Elements demonstrate ...</i>	NCTE 3.3.2 ... a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts	
	NCTE 3.3.3 ... a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts demonstrating preparation to teach those strategies to students	
VII. UNIT OVERVIEW	A.: NCTE 2.6 ... provides for frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students	
	B.: NCTE 4.5 ... engages pupils often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms	
	C.: NCTE 4.7 ... engages pupils in learning experiences that consistently emphasize varied uses and purposes for language in communication	
VIII. INSTRUCTIONAL PLANS	B.1: NCTE 4.2 ... align goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work	
	B.2: NCTE 4.9 ... demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students	
	D.1: NCTE 4.8 ... engage students in making meaning of texts through personal response OR in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances	
	D.5: NCTE 4.6 ... engage students in critical analysis of different media and communications technologies	
IX. UNIT EVALUATION	B.: NCTE 4.10 ... Integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products	

II. Theme [subsections align with NCTE Standards 4.1, 2.2, 2.4, 2.5 as noted below]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	SCORE
<ul style="list-style-type: none"> Inclusion of all required elements, including service learning project idea (A-F) Degree of integration of all elements Developmental appropriateness <p>NCTE: N/A</p>	<ul style="list-style-type: none"> -Include all required elements -Integrate almost all elements into a narrative exposition -Use detail to display keen awareness of developmental level of the students 	<ul style="list-style-type: none"> -Include all required elements -Integrate some elements into a narrative exposition -Display awareness of developmental level of the students 	<ul style="list-style-type: none"> -Include most required elements -Do not integrate elements into a narrative exposition -Display awareness of developmental level of the students 	<ul style="list-style-type: none"> -Include few required elements -Do not integrate elements -Display little awareness of developmental level of the students 	
<p>Language Use (words, sentence structure, sentence variety in relation to audience and purpose) and</p> <p>Conventions (spelling, punctuation, paragraphing, capitalization, grammar, and usage)</p> <p>NCTE: N/A</p>	<ul style="list-style-type: none"> -Use precise and engaging language well suited to audience and purpose -Vary sentence structure to enhance meaning -Demonstrate control of conventions with few to no errors 	<ul style="list-style-type: none"> -Display fluency and evident awareness of audience and purpose -Demonstrate control of conventions with few errors 	<ul style="list-style-type: none"> -Rely on basic vocabulary and sentence structures, and display limited awareness of audience or purpose -Demonstrate partial control, exhibiting multiple errors that do not hinder comprehension 	<ul style="list-style-type: none"> -Use language that is unsuitable for audience or purpose -Demonstrate only emerging control or lack of control, with occasional or multiple errors that hinder or impede comprehension 	
The theme ...					
<p>... OVERALL demonstrates the teacher's ability to examine and select resources for instruction such as textbooks, other print materials, videos, forms, records, and software, appropriate for supporting the teaching of English language arts</p> <p>NCTE: 4.1</p>	<ul style="list-style-type: none"> -Include a rich and highly varied selection of resources that enable exploration of multiple dimensions of the theme 	<ul style="list-style-type: none"> -Include a varied selection of resources that enable exploration of several dimensions of the theme 	<ul style="list-style-type: none"> -Include a selection of resources, some of which are very similar to one another and thus limit the dimensions of the theme 	<ul style="list-style-type: none"> -Include a selection of resources that are all quite similar and treat the theme superficially 	
<p>D.1 ... enables the teacher to use ELA to help pupils become familiar with their own and others' cultures</p> <p>NCTE: 2.2</p>	<ul style="list-style-type: none"> -Place an emphasis on and fully develop thoughtful ideas related to pupils becoming familiar with their own and other's cultures 	<ul style="list-style-type: none"> -Include some thoughtful, developed ideas related to pupils becoming familiar with their own and other's cultures 	<ul style="list-style-type: none"> -Mention some useful ideas related to pupils becoming familiar with their own and other's cultures 	<ul style="list-style-type: none"> -Do not include ideas involving becoming familiar with cultures OR -Include ideas that are inaccurate or problematic 	
<p>D.2 ... enables the teacher to assist pupils in developing habits of critical thinking and judgment by including critical thinking questions, essential questions, questions related to critical theory</p> <p>NCTE: 2.4</p>	<ul style="list-style-type: none"> -Include 8-10 questions embedded in narrative and addressing multiple dimensions of the unit 	<ul style="list-style-type: none"> -Include 5-7 such questions embedded in narrative and addressing multiple dimensions of the unit OR simply list 8-10 questions 	<ul style="list-style-type: none"> -Include a number of such questions, but address only one or a few superficial dimensions of the unit OR simply list 5-7 questions 	<ul style="list-style-type: none"> -Include few or no such questions 	
<p>D.3 ... enables the teacher to explore with pupils and make meaningful connections between the ELA curriculum and developments in culture, society, and/or education</p> <p>NCTE: 2.5</p>	<ul style="list-style-type: none"> -Make multiple, insightful, and meaningful connections and fully develop them 	<ul style="list-style-type: none"> -Make several meaningful connections and fully develop them 	<ul style="list-style-type: none"> -Make a potentially meaningful connection and attempt to develop it 	<ul style="list-style-type: none"> -Make no meaningful connections OR -Mention a connection but leave it undeveloped 	

Total points: _____ / 6 = Section II QUALITY RATING: _____

III. DEMOGRAPHICS (Contextual Factors) [subsection aligns with NCTE Standard 2.1 as noted below]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	SCORE
<ul style="list-style-type: none"> Inclusion of all required elements A-D, and F: <i>service learning possibilities</i> <p>NCTE: N/A</p>	-Include all required elements, all clearly labeled: community/ district/ school characteristics; classroom characteristics; pupil characteristics; setting -Usefully detail all required elements	-Include all required elements, clearly labeled -Need details in one of the following: community/ district/ school characteristics; classroom characteristics; pupil characteristics; setting	-Include most required elements, clearly labeled OR -Need details in two: community/ district/ school characteristics; classroom characteristics; pupil characteristics; setting	-Include few required elements OR -Do not clearly label all elements OR -Need details in most: community/ district/ school characteristics; classroom characteristics; pupil characteristics; setting	
<p>E. Degree to which the demographics illustrate the teacher's ability to identify at least two (2) important contextual elements and explain why they are important, and to discuss, as they relate to one or both of the elements identified, three (3) approaches that these elements suggest might be necessary in order to create an inclusive and supportive learning environment in which all students can engage in learning; each element must be addressed by at least one approach.</p> <p>NCTE: 2.1</p>	-Clearly identify 2 important contextual elements and make a brief but insightful case for why each is important -Clearly identify 3 approaches and discuss each in useful detail by explaining, with reference to specifics of one or both of the contextual elements identified, why each approach might be necessary	-Clearly identify 2 important contextual elements and make a brief but general case for why each is important -Clearly identify 3 approaches and discuss each by explaining, with reference to one or both of the contextual elements identified, why each approach might be necessary	-Identify 2 important contextual elements and make a wordy and/or overly general case for why each is important -Identify 3 approaches but discuss one or more superficially OR Identify only 2 approaches and discuss each by explaining, with reference to one or both of the contextual elements identified, why each approach might be necessary	-Identify 1 important contextual element and make a very general, superficial case for why it is important -Identify 1-2 approaches and discuss each by explaining, in a general and/or superficial way, why each or both might be necessary OR Neglect to identify important contextual elements <u>or</u> approaches	

Total points: _____ / 2 = Section III QUALITY RATING: _____

IV. UNIT GOALS (Learning Goals)

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	SCORE
<p>Inclusion of required elements A-E</p> <p>NCTE: N/A</p>	-Include all necessary goals -Name each type of goal accurately and include at least one goal of each type (content, skill/process, attitudinal/dispositional) -Make a reasonable alignment with a relevant NYS Standard, including level	Include <u>no more than two errors of any of the following types</u> : -Leave out a necessary goal -Misname a goal -Misalign a goal with a Standard OR ELA governing strand	Include <u>no more than three errors of any of the following types</u> : -Leave out a necessary goal -Misname a goal -Misalign a goal with a Standard OR ELA governing strand	Include <u>four or more errors of any of the following types</u> : -Leave out a necessary goal -Misname a goal -Misalign a goal with a Standard OR ELA governing strand	

	(elementary, intermediate, commencement) or grade -Include unit goals that clearly and credibly address all 7 governing strands, linking concepts central to the strands and to the specific theme of the unit as appropriate -Identify with an “SL” the goals designed in relation to the service learning project <u>and</u> those that will be supported by the service learning project. <i>(NYLC Standard 2: Link to Curriculum)</i> -Present all elements in a table or some other clearly organized format (goals, type, alignment with NYS Standards, alignment with ELA governing strands)	-An SL goal is not identified or misidentified	-An SL goal is not identified or misidentified	OR -Fail to include a necessary element across all goals (e.g., type of goal) OR -Fail to present all elements in a clearly organized format -An SL goal is not identified or misidentified	
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Total points: _____ / 1 = Section IV QUALITY RATING: _____

V. Rationale [subsections align with NCTE Standards 3.3.2 and 3.3.3 as noted below]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	Weight & SCORE
Quality of Understanding of a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts NCTE 3.3.2	Consistently explain, with both depth and nuance, a wide range of approaches to make meaning of texts (e.g., thematic approach; “less is more” approach; structure and craft approach; literary/critical theory approach; reader-response approach; a Freirean “word-to-world” approach, and so forth); the thinking is sound and insightful, and on occasion fresh and original; uses a level of detail well suited to the occasion and audience	Provide a general overview of a wide range of approaches, explaining several with some depth; much of the thinking is sound and insightful; the ideas are developed in some detail	Provide an overly general explanation of a wide range of approaches (4), occasionally in a largely clichéd and simplistic manner; the thinking is sound at some points and exhibits occasional insight; the ideas are developed with limited detail	-Communicate a wide range of approaches (4) overly simplistically -Exhibit basic misunderstandings -Evidence thinking that is stale and even illogical -Ideas are not developed with any detail OR Communicate fewer than 4 approaches	x2
Knowledge of a wide	-Name 4 strategies, one for each	Same as 4, but evidences ONE of	Same as 4, but evidences TWO OR	Same as 4, but evidences FOUR	

variety of strategies (must include service learning as one strategy) to comprehend, interpret, evaluate, and appreciate texts demonstrating preparation to teach those strategies to students NCTE 3.3.3	approach, and for each, provide BOTH: <ul style="list-style-type: none"> a credible justification for WHY it aligns with the approach you claim it does an explanation of HOW to implement it (that is, note the main procedural steps) <p>-Service learning is included as a strategy</p> <p>-Align each of the 4 strategies with a NYS standard <u>or</u> performance indicator and provide a credible justification for each alignment</p> <p>-Name 4 additional strategies and credibly align each with one or more approaches (you may use a table or chart to do so)</p>	the following limits: <ul style="list-style-type: none"> a justification is questionable an implementation explanation is thin 2 additional strategies are missing Service learning not included 	THREE of the following limits: <ul style="list-style-type: none"> a justification is questionable an implementation explanation is thin a justification is missing an implementation explanation is missing 2 additional strategies are missing Service learning not included 	OR MORE of the following limits: <ul style="list-style-type: none"> a justification is questionable an implementation explanation is thin a justification is missing an implementation explanation is missing 3+ additional strategies are missing Service learning not included 	X2
Expression of Concepts and Ideas	Are consistently clear and elaborate in communicating in a style acceptable to a literate audience; the logic of the phrasing is rigorous and the concepts and ideas clearly communicated	Communicate to audiences other than self, but not always in a stylistic and sophisticated manner; logic of phrasing is most often sound and concept or idea communicated generally understood	Occasionally convey concepts and ideas effectively to audience other than the self; the logic of the phrasing is often questionable and the idea communicated is somewhat uncertain	Cannot communicate concepts and ideas with clarity and consistency; the logic of phrasing is inconsistent and the concept or idea communicated unclear	X2
Organization of Ideas	Fully develop and structure the controlling line of thinking implicitly or explicitly; a strong sense of movement or focus is evident	Largely develop the controlling line of thinking, but it is somewhat incomplete or loosely structured; a general sense of movement or focus is evident	A controlling line of thinking is discernible, but not consistently developed; some sense of movement or focus is evident	Neither state nor imply a point; little or no movement or focus is evident	X1
Language Use (words, sentence structure, sentence variety in relation to audience and purpose) and Conventions (spelling, punctuation, paragraphing, capitalization, grammar, and usage)	-Use precise and enlivening language well suited to audience and purpose -Vary sentence structure to enhance meaning -Demonstrate control of conventions with few to no errors -Establish a voice and a personality that is carried throughout the writing	-Use language that displays awareness of audience and purpose and is at times enlivening -Display sentence fluency -Demonstrate control of conventions with few errors - Establish a voice and a personality that is fairly consistent throughout the writing	-Rely on ordinary or flat language, displaying little awareness of audience or purpose - Rely on simple or repetitious sentence structures; may include an occasional run-on or fragment -Demonstrate partial control, exhibiting multiple errors that do not hinder comprehension - Convey an occasional sense of personality or voice	-Use language that is in several instances awkward or unsuitable for audience or purpose -Include several run-ons or fragments, or one or more sentences that are close to undecipherable -Demonstrate only emerging control or lack of control, with occasional or multiple errors that hinder or impede comprehension - Do not establish a voice or personality	x1
Textual	Are comprehensive, relevant, well suited	Relevant, but either too thin, too	-Relevance not always evident	Unacceptable frequency in	

Evidence	to audience and occasion, and usually explained in context as called for by audience and occasion	thick, or not explained adequately for audience and occasion	-Some quotes that need explanation go unexplained	relation to audience and occasion; most quotes inserted without explanation	x1					
& Acknowledgement of Sources	Acknowledge the use of others’ ideas; adheres to MLA format with regard to in-text citations, quotes, & the references/works cited	Same as 3, with several minor errors	Many minor or several significant errors	Seem unaware of acceptable form						
Possible total: 36 Range: 9-36					Total _____ 9 =					
Undergraduate conversion	A: 4	A-: 3.7	B+: 3.3	B: 3	B-: 2.7	C+: 2.3	C: 2	C-: 1.7	D: 1	F: 0
Graduate conversion	A: 4	A-: 3.75	B+: 3.5	B: 3	B-: 2.75	C+: 2.5	C: 2	C-: 1.75	D: 1	F: 0

Portions of this rubric are adapted from Milner, Joseph O'Beirne and Lucy Floyd Morcock Milner. *Bridging English*. 4th ed. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall, 2008. 439-440.

VI. Unit Content

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors					SCORE
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:		
Unit Content: Concepts, Generalizations, and Items of Importance drawn from the R&D File, and including a minimum of 10 EQ's; service learning components identified with "SL" NCTE: N/A	-Include comprehensive lists for all required categories, including a minimum of 10 EQ's -No additions necessary	-Include lists for all required categories, including a minimum of 10 EQ's -Several additions necessary in one or two required categories	-Include lists for all but one required categories OR -Additions necessary in three or four required categories	-Do not include lists for two or more required categories OR -Lists in all categories require significant additions		

Total points: _____ / 1 = Section VI QUALITY RATING: _____

VII. Unit Overview [subsections align with NCTE Standards 2.6, 4.5, and 4.7 as noted below]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				Weight & SCORE
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	
The Unit Overview illustrates the teacher's ability to plan a scope and sequence of learning experiences for the unit that ...					
A. provides for frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students NCTE: 2.6	-Address each unit goal at least once -Address each ELA governing strand at least once -Link the majority of all activities to unit texts -Vary learning experiences by including at least 4 different activities/ strategies/ models of teaching	-Address each unit goal at least once -Address each ELA governing strand at least once -Link the majority of all activities to unit texts -Vary learning experiences by including at least 3 different activities/ strategies/ models of teaching	-Neglect to address a unit goal at least once -Neglect to address each ELA governing strand at least once -Link some activities to unit texts -Vary learning experiences by including at least 2 different activities/ strategies/ models of teaching	-Neglect to address two or more unit goals -Neglect to address two or more ELA governing strands -Link some activities to unit texts -Do not vary learning experiences	x2
B. engages pupils often in meaningful discussions for the	-Present ideas in the following	-Present ideas in the following	-Present ideas in the following	-Present ideas in only two of the	

purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms NCTE: 4.5	forms, and several times for two: oral, written, and visual -Include at least 3 different discussion frameworks -Engage students in discussion of substantive ideas in at least 50% of all lessons -In all of those lessons, promote interpretation and evaluation of ideas	forms, once for each: oral, written, and visual -Include at least 2 different discussion frameworks -Engage students in discussion of substantive ideas in at least 50% of all lessons -In most of those lessons, promote interpretation and evaluation of ideas	forms, once for each: oral, written, and visual -Include at least 2 different discussion frameworks -Engage students in discussion of substantive ideas in about a 25% of all lessons -In most of those lessons, promote interpretation and evaluation of ideas	following forms: oral, written, and visual -Include only 1 discussion framework -Engage students in discussion of substantive ideas in less than 25% of all lessons -Most discussions fail to promote interpretation and evaluation of ideas	x2
C. engages pupils in learning experiences that consistently emphasize varied uses and purposes for language in communication NCTE: 4.7	-Include at least 2 lessons emphasizing writing and 4 emphasizing speaking -Emphasize at least 3 different purposes	-Include at least 2 lessons emphasizing writing and 3 emphasizing speaking -Emphasize at least 3 different purposes	-Include at least 2 lessons emphasizing writing and 2 emphasizing speaking -Emphasize at least 2 different purposes	-Include only 1 lesson emphasizing writing and only 1 emphasizing speaking -Do not emphasize different purposes	x2
Two weeks are complete; for each class session, the first row (Unit Phase) and rows A.1. and B.3. are complete; service learning activities and stages are included (see Appendix II for details).	-Include all requirements	-Include most requirements	-Neglect to complete a required row or leave several class sessions blank	-Neglect to complete several required rows or leave many class sessions blank	

Total points: _____ / 7 = Section VII QUALITY RATING: _____

VIII. Instructional Plans [lesson plans as noted below align with NCTE standards 4.2, 4.9, 4.8, and 4.6]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors					
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	LP#	Weight & SCORE
A. Lesson plans meet the requirements for long or short formats.	-Include all necessary elements per format as follows: Long Form: title, demographics, statements of intent, rationale, procedures, space for teacher reflection, resources Short Form: All of the above except demographics and rationale - DEMOGRAPHICS Include grade level/age range, time & place, number of staff & students, and student characteristics necessary to consider - STATEMENTS OF INTENT (S of I) Are appropriate to the demographics and aligned with unit goals - RATIONALE Substantively justifies both content and methodology - PROCEDURES -Include Introduction, Body, Closure, assessments, and necessary transitions -Fit tightly with the S of I -Unfold logically and include all necessary steps -Include all content -Include clear and specific directions for students -Include handouts, visuals, texts, embedded OR attached, titled, and referenced by title in the lesson -Clearly label and align all assessments with S of I or goals, and are appropriate to them as well	-Need significant revision or development of one element OR -Need some revision or development of 2-3 elements	-Need significant revision or development of 2-3 elements	-Display significant limits to understanding of the content OR -Display significant limits to understanding how to develop a lesson and align all of its elements with one another	N/A	x 2 =

	as the demographics					
COMMENTS FOR IMPROVEMENT:						
B. The set of lesson plans illustrate your ability to ...						
B.1. align goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work. NCTE 4.2	-Promote whole-class, small-group, and individual work and regularly vary these different organizations of work environments	-Include all formats, but tend to emphasize, unnecessarily, two formats	- Include all formats, but tend to emphasize, unnecessarily, one format	-Do not include all formats and tend to emphasize, unnecessarily, one format	N/A	
B.2. demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students. NCTE 4.9	-Illustrate that the teacher regularly models or guides students through the process of making and monitoring meaning in both print and nonprint texts, using and teaching a variety of strategies to do so	-Variety of strategies is limited	-Variety of strategies is limited -Engages only print or nonprint texts, but not both	-Display inflexibility in ability to make and monitor meaning	N/A	
C. Individual lesson plans meet the minimum requirements for unit phases and formats as follows:						
<ul style="list-style-type: none"> One Generating Ideas Phase lesson plan in long format. Four Interacting with Ideas Phase lesson plans, three if block scheduling. One of these lesson plans must be in long format, and one in short format. One Refining Ideas Phase lesson plan, long or short format. 	-Meet all requirements	-Exclude one requirement	-Exclude two requirements	-Exclude 3 requirements	N/A	
D. Pedagogy Of the following 8 items (1-7 are aligned with the 7 ELA governing strands), numbers 1, 5, and 7 are required. Choose and complete 2 of the 5 remaining items.						
<p>★ YOU MUST COMPLETE THE COLUMN INDICATING THE IDENTIFYING NUMBER OF THE LESSON(S) MEETING SPECIFIC COMPETENCY REQUIREMENTS.</p> <p>★ In addition, identify service learning related lessons by "SL." At least one must be identified as "SL."</p>						
REQUIRED 1. Reading: I demonstrate my ability to engage students in making meaning of texts through personal response OR in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances. NCTE 4.8	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
2. Writing: I demonstrate my ability to construct a learning experience that teaches some aspect of writing (for example, the components of an effective introductory paragraph) or engages students in one or more components of the writing process (for example, pre-writing or revision).	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
3. Speaking: I demonstrate my ability to incorporate a (semi)formal speaking activity (book talks, panel presentations, quote explications, recitation, dramatic reading/performance, analysis of art work, and so forth).	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	

4. Listening/Observing: I demonstrate my ability to incorporate a (semi)formal listening OR observing activity (guided listening or observing during a book talk, panel presentation, quote explication, recitation, dramatic reading/performance, visual survey/inventory of several art works, listening to an audio event/podcast, and so forth).	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
REQUIRED 5. Analyzing Culture via Media: I demonstrate my ability to engage students in critical analysis of different media and communications technologies. NCTE 4.6	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
6. Exploring Language: I demonstrate my ability to incorporate an activity that engages questions of language beyond rote vocabulary study.	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
REQUIRED 7. Exploring Conventions, Grammar, and Syntax: I demonstrate my ability to incorporate an activity that engages questions of conventions, grammar, and/or syntax.	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	
8. Use of student centered or critical theory/thinking based questions: I demonstrate my ability to facilitate <u>sustained and authentic discussion</u> of a (portion of) a text, for the purposes of interpreting, evaluating, or critically analyzing ideas, by using one of the following in a lesson: student centered discussion questions; critical theory questions; critical thinking questions.	-Fully meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -No revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -Several minor revisions needed	-Meet the requirement in one lesson plan that is almost entirely focused on the competency, or across several that include sections clearly devoted to the competency -3-4 minor revisions needed	-Display superficial treatment of the competency or inaccurate knowledge of it OR -Missing	LP #(s):	

COMMENTS:

Total points: _____ / 10 = **Section VIII QUALITY RATING:** _____

IX. Unit Evaluation [subsection aligns with NCTE Standard 4.10 as noted below]

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors					Weight & SCORE
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:		
A. Summative Assessment and Rubric NCTE: N/A	-Present the summative assessment as it would be distributed to students -Are largely free of spelling and grammatical errors -Assess at least 3 unit goals, 4 if a selected response section is included -As appropriate, align every section or item with a unit goal, & the unit goal number is provided	-Display limits in no more than 2-3 of the quality descriptors for level 4, none	-Display limits in 3 of the quality descriptors for level 4, one requiring	-Display limits in 4 of the quality descriptors for		

	-Adhere to all criteria for a selected response section (if one is included) -Adhere to all criteria for a performance based section -Indicate content and/or formal requirements -Include a performance based task that meets most of the 9 criteria for selecting tasks for performance based assessments: <ul style="list-style-type: none"> 1. Does the task truly match the goal(s) I am trying to measure? 2. Does the task require the students to use critical thinking skills? 3. Is the task a worthwhile use of instructional time? 4. Does the assessment use engaging tasks from the “real world”? 5. Can the task be used to measure several goals at once? 6. Is the task fair and free from bias? 7. Will the task be credible? 8. Is the task feasible? 9. Is the task clearly defined? -Include a rubric that will be both useful to students as they work on the task, and useful to the T in evaluating student progress toward unit goals	requiring significant revision.	significant revision.	level 4, several requiring significant revision.	x 3
B. Integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products NCTE: 4.10	-Include a chart that lists all the assessment tools, including the summative assessment, and states the number of the lesson each appears in -Briefly describe each tool or part, as appropriate -Identify each tool by function: diagnostic, formative, summative -Clearly align each, or each part of any tool, with one or more Unit Goals -Identify with “SL” the assessments related to the service learning project	-Display limits in no more than 1-2 of the quality descriptors for level 4, none requiring significant revision.	-Display limits in 3 of the quality descriptors for level 4, one requiring significant revision.	-Display limits in 4 of the quality descriptors for level 4, several requiring significant revision.	

Total points: _____ / 4 = Section IX QUALITY RATING: _____

X. Works Cited/References and Bibliography

Criteria and ALIGNMENT WITH NCTE STANDARDS	Quality Descriptors				
	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	SCORE
For all in-text citations, provide a corresponding entry in a works cited/references list. Entries must follow an acceptable format. NCTE: N/A	-Meet all criteria.	-Exclude several texts cited OR -Display several minor errors in format	-Exclude a significant number of texts cited AND -Display many minor errors in format	-Exclude most texts cited OR -Display significant errors in format (e.g., listing only web URLs)	

Total points: _____ / 1 = Section X QUALITY RATING: _____

7.10

Adolescence Education: English: Teacher Work Sample (TWS)

PURPOSE

By creating a Teacher Work Sample (TWS), teacher candidates are able to demonstrate the degree to which they can develop and implement an effective instructional unit; employ meaningful classroom assessments; and analyze and reflect on their experiences and assessment data with the aim of improving their practices and the learning of all students. In addition, teacher candidates become familiar with a teacher-researcher model of classroom inquiry and use it to report assessment methods and results to stakeholders. **{NCTE/NCATE Standard 4.10: Integrate assessment consistently into instruction by:**

Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences}

TASK

Assessment is a tool teachers use to help them answer questions about two closely related issues: student learning and teaching effectiveness. For your Teacher Work Sample, you will need to:

- I. Attach an implemented and evaluated English unit with rubric completed by your supervisor.
- II. Early in the development of the unit that will be evaluated by your supervisor, select an assessment that can be used to measure pupil performance in relation to a unit goal or lesson objective.
- III. Administer that assessment to all pupils both before and after instruction related to the unit goal or lesson objective.
- IV. After collecting before-instruction data from your selected assessment tool, select two pupils who performed differently on your assessment and make copies of their work samples (remove their names and substitute code names).
- V. Throughout unit implementation, collect work samples produced by the two pupils from all assessments.
- VI. Be sure to make copies of the work samples produced by the two pupils in response to the assessment administered after instruction.
- VII. Include sections A, B and C below in an organized manner in a binder or folder.

A. Assessment Plan and Evidence of Student Learning

This component documents your ability to create an assessment plan and to collect evidence of student learning.

1. Include the unit evaluation chart from your unit plan (section IX. Unit Evaluation) which aligns your unit assessments with both unit goals/objectives and standards.
2. Include the assessment tool selected to measure pupil performance before and after instruction, expected responses, and if applicable, a rubric or scoring guide.
3. Using the data you collected from the assessment tool, create a graphic representation (table, graph, chart, etc.) of both the before- and after-instruction performance of all pupils.
4. Do the same for the performance of the two selected pupils.
5. Provide at least some statistical analysis, e.g., number of pupils (N); mean (average) of before and after assessments; percentages; change scores.
6. Include all work samples from the two selected pupils.

B. Analysis of Student Learning

1. Whole class. Compare the before- and after-instruction assessment results. Answer the following question from the data collected and organized: In relation to the relevant unit goal/objective, what do the assessment data suggest about the effect of your teaching practices on the learning of the whole class over the course of the unit?
2. Selected pupils. Briefly describe the two pupils you selected for participation in this section (gender, "race"/ethnicity, performance levels, or other characteristics that may impact learning). Present the before- and after-instruction assessment results for these pupils, and using the data and collected work samples, analyze the performance of these pupils over the course of the unit. Answer the following question: In relation to the relevant unit goal/objective, what do the assessment data suggest about the effect of your teaching practices on individual pupil learning over the course of unit implementation?

C. Reflection {NCTE/NCATE Standard 3.7.2: Use teacher-researcher models of classroom inquiry to inform their own study and teaching}

A Teacher Work Sample is a teacher-researcher model of classroom inquiry that teachers use to analyze their own teaching practices, reflect on them, and use the analysis and reflection to inform their own subsequent study and teaching. This section

requires you to engage in analysis of and reflection on your teaching practices in light of the evidence you have collected concerning the effect of your teaching practices on the learning of both the whole class and individual pupils.

Please respond to each item below, being sure to include evidence from section A.

- With regard to the selected learning goal/objective and the data you collected, identify (using code names) the pupils that were most successful. Cite specific evidence from your data. Provide two or more possible reasons for this success. Consider the goal/objective itself, your instructional practices (strategies and models of teaching used), and methods of assessment along with pupil characteristics and other demographic factors.
- With regard to the selected learning goal/objective and the data you collected, identify (using code names) the pupils that were least successful. Cite specific evidence from your data. Provide two or more possible reasons for this lack of success. Considering the goal itself, your instructional practices (strategies and models of teaching used), and methods of assessment along with pupil characteristics and other demographic factors, discuss what you could do differently or better in the future to improve your pupils' performance.
- Respond to each of the questions below as completely as possible. As you compose your response, cite specific evidence from your daily teaching reflections, evidence gathered during implementation of the unit, and the analysis of data presented previously.
 - Did the results of the assessment inform your instruction of the unit? If so, what modifications did you make in your unit based on daily reflection and assessment data? If not, why not?
 - How will this experience influence your choice of instructional strategies in the future?
 - How will this experience influence your design of assessments in the future?

The College of Saint Rose
Department of Teacher Education
Adolescence Education Programs

RUBRIC FOR Adolescence Education: Teacher Work Sample (TWS)

CIRCLE ONE: Undergraduate B.S. Graduate M.S. Graduate Certification Only

NAME _____ COURSE _____

NAME OF RATER _____ DATE _____

CONTENT AREA (check one)

<input type="checkbox"/> Biology	<input type="checkbox"/> Bus. & Marketing	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Earth Science
<input type="checkbox"/> English	<input type="checkbox"/> LOTE: Spanish	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies

OVERALL RATING

TOTAL POINTS (range of 9-21 with at least a "1" in each category)	
OVERALL QUALITY RATING (see below for quality rating guide) ★ NCTE/NCATE Standard 4.10	

Quality Rating	Corresponding Level of Performance for Overall Quality Rating	
3 (18-21 points)	Distinguished Candidate	Performance at an independent professional level.
2 (13-17 points)	Proficient Candidate	Performance at a level expected of teacher candidates preparing to enter the field; needs minor revision.
1 (9-12 points)	Novice Candidate	Performance at a minimal level expected of teacher candidates preparing to enter the field; needs revision of several elements.
0 (8 & < points)	Unsatisfactory as a Candidate	Performance below expectations for teacher candidates; requires major revision of the whole.

★ *Instructors: For NCTE/ NCATE data reporting purposes, please complete the following:*

Section C. Reflection		
★ NCTE/NCATE Standard 3.7.2		
○ AVERAGE rubric items C.1. and C.2., find the sum in the left hand column below, and enter the corresponding quality descriptor number in the column to the right.		
Sum Ranges	Quality Descriptor	
2.7 - 3.0	3 Distinguished	
1.7 - 2.65	2 Proficient	
.7 - 1.65	1 Novice	
0 - .65	0 Unsatisfactory	

TEACHER WORK SAMPLE (TWS) INSTRUCTIONAL AND EVALUATIVE RUBRIC
RUBRIC FOR
Adolescence Education: Teacher Work Sample (TWS)

CRITERIA	QUALITY RATINGS			
	3	2	1	0
A. Assessment Plan and Evidence of Student Learning				
A.1. Assessment Plan: <i>Goals/ Objectives and Standards</i>	All major unit goals/objectives are included and are clearly aligned with NYS Standards and various assessments. Overall plan is clearly articulated.	Major goals/objectives are included; alignment with NYS Standards and assessments, or overall articulation of plan may need minor revision.	Major revisions needed; incomplete or confusing goals/objectives and/or alignment with assessments. Plan is not clear.	Goals/objectives are missing; and/or assessments are inappropriate.
A.2. Evidence of Student Learning: <i>Graphic Representation</i>	Graphic representation of performance of whole class and selected individuals is clearly presented, and strongly aids in the analysis of pupil learning related to major goals/objectives. All of the following are included: assessment tool with expected responses; some statistical analysis; clearly labeled work samples from two selected pupils.	Minor revisions of the graphic representations are needed for clarity and/or to aid analysis of pupils' learning related to goals/objectives. One required element is missing.	Major revisions needed to make graphic representations useful for analyzing pupils' learning related to goals/objectives. Several required elements missing.	Graphic representation of whole class and/or selected pupils' learning is not included. Most required elements missing.
B. Analysis of Student Learning				
B.1. Analysis of Student Learning: <i>Alignment with Learning Goals</i>	Analysis is fully aligned with learning goal and provides a comprehensive profile of student learning for the whole class and selected pupils. Before- and after-instruction assessment data are compared/contrasted in the analysis.	Analysis of student learning is partially aligned with major goal/objective and/or fails to adequately provide a comprehensive profile of student learning for whole class or selected pupils, and/or data comparison is limited. Minor revisions.	Major revisions needed in the analysis of pupils' learning and/or to provide a comprehensive profile for whole class or selected pupils. Provides little comparison of before- and after-instruction assessment data.	Analysis not aligned with goal, or analysis of whole class or selected pupils missing. No attempt to compare or contrast before- and after-instruction data.

B.2. Analysis of Student Learning: <i>Interpretation and Evidence</i>	Interpretation is meaningful, and appropriate conclusions are drawn from the data. Includes ample evidence from whole class and selected pupils. Impact of teaching practices on student learning is made clear.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data; minor revisions/additions necessary.	Major revisions needed. Interpretation may be inaccurate and/or conclusions are missing or unsupported.	Interpretation is unsubstantiated by data or entirely missing.
Section C. Reflection {NCTE/NCATE Standard 3.7.2}				
C.1. Reflection: <i>Insights on Effective Instruction/Assessment</i>	Reflections are evidence-driven. Successful and unsuccessful instructional practices and assessments are identified. Provides plausible reasons for success or lack thereof.	Evidence-driven. Identifies successful and unsuccessful instructional practices or assessments. Minor revisions needed to strengthen reasons for success or lack thereof.	Rationale for why instructional practices or assessments were more successful than others is quite weak; major revisions needed.	Insights on effective instruction/assessment not provided.
C.2. Reflection: <i>Implications for Future Teaching/Professional Development</i>	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. Presents a small number of professional learning goals that clearly emerge from the insights and experiences described.	Provides ideas for redesigning learning goals, instruction, and assessment but offers an incomplete rationale for why changes would improve student learning. Professional learning goals may not be strongly related to insights and experiences. Minor revisions needed.	Major revisions needed. Provides inappropriate or unrelated ideas for redesigning various components of instruction or assessment. Professional goals unrelated to insights and experiences.	Provides no ideas for redesign of goals, instruction, or assessments. Provides no professional goals related to insights and experiences.
Writing and Conventions	Clear, coherent writing follows conventions of standard grammar, spelling, punctuation, usage, and professional style.	Minor problems with writing and use of conventions are occasionally observed.	Major writing problems and violations of conventions are frequently observed.	Writing and violations of conventions unacceptable for a teacher candidate entering the profession.

POINTS SUBTOTAL FROM RUBRIC →		
Format and Submission of Corrected Unit Plan with Completed Supervisor Rubric		
► Negative Scoring: In order to pass the TWS assignment and Student Teaching Seminar, the negative scores identified below must be removed by submitting the required components using the required format to the Seminar Instructor NO LATER THAN _____.		
-3	Required format has not been followed	
-3	Unit Plan has not been corrected and/or submitted with accompanying supervisor's rubric	
TOTAL POINTS ► Minimum passing score is 9 with at least a "1" in every category.		

Comments

APPENDIX C

Certification Procedures for Teacher Candidates

The New York State Education Department has a new online processing system for NYS Teacher Certification called **TEACH**. The College of Saint Rose started utilizing this new system for students who graduated December, 2006. The State has moved to this on-line system and there is no longer a paper application. You do not need to send transcripts to the State. Everything, including payment, will be done online through the TEACH system.

For more information go to the Registrars web page at:

<http://www.strose.edu/officesandresources/registrar/teachercertification>

Teacher Certification Examinations

In order to obtain New York State Certification (but not as a graduation requirement) students must take the New York State teacher examinations:

- Liberal Arts and Science Test (LAST)
- Elementary and Secondary Assessment of Teaching Skills-Written (ATS-W)
- Content Specialty Tests
 - Multi-Subject Test for Childhood and Early Childhood
 - Subject specific test for Adolescence

The College offers preparation workshops for these examinations.

Candidates are urged to complete these tests early in their program. Undergraduates should plan on taking the LAST during their sophomore year. The ATS-W and CST should be taken the semester the candidate is enrolled in method(s). If you have further questions talk to your advisor.

Registration bulletins are available on-line: www.nystce.nesinc.com. These bulletins have the dates and details for application as well as a chart that tells what exams to take.

Please note, as stated in the Graduate and Undergraduate Catalogs, all students must apply for student teaching and they must file a degree application form.

Fingerprinting Requirement

Effective July 1, 2001, Chapter 180 of the Laws of 2000 requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as for prospective employees of school districts, charter schools, and Boards of Cooperative Educational Services (BOCES).

To ensure that these mandates are implemented in a timely and efficient manner, the Office of School Personnel Review and Accountability (OSPRA) has been created to manage this initiative and assume the new SED responsibilities associated with the fingerprinting requirement. Fingerprinting may not be required for field placements, but it is highly advised to do so early in the program.

Who must be fingerprinted?

Applicants for certification who have not filed their application with the Office of Teaching prior to July 1, 2001 will need to be fingerprinted. Exempt from this requirement are individuals who are applying for a permanent certificate and who hold a valid provisional certificate, applied for prior to July 1, 2001, in the same title for which the permanent certificate is being sought.

Where is fingerprinting completed?

School districts, BOCES, charter schools, state and local criminal justice agencies, institutions of higher education, other such entities permitted to perform the fingerprint services for the purpose for these mandates.

The College of Saint Rose has arranged for the Capital Region BOCES to come to campus to administer fingerprints through LIVESCAN.

What is the cost and procedure?

LIVESCAN FINGERPRINTING AVAILABLE THROUGH CAPITAL REGION BOCES TEACHING CERTIFICATION CANDIDATES

College of St. Rose in conjunction with Capital Region BOCES will provide LIVESCAN fingerprinting for NYSED teaching certification candidates. LIVESCAN is a real time electronic fingerprint scanner that is nearly 100% accurate and a full criminal history clearance secured in as little as 3 hours.*

- All candidates must bring **two forms of Identification**: (acceptable forms of ID- Valid Drivers License or Non Driver ID, Passport, College ID, Social Security Card, Birth Certificate, Military ID) **You must know your social security number.**
- Fingerprints candidates choosing to have their fingerprints taken by LIVESCAN must pre-pay the NYSED fingerprinting fee (\$94.25) online @ <http://www.highered.nysed.gov/tcert/teach/index.html>. **Fingerprints can not be transmitted without payment to TEACH online services.**
- BOCES charges each candidate \$28.00 for the service. The fee must be paid by **certified check or money order** made payable to *Capital Region BOCES*. *sorry we cannot accept cash or personal checks **and payment is due at the time of service.**

***Once fingerprints are scanned, digitized and transmitted to NYSED, a criminal history clearance is available on TEACH online services in approximately 24 hours but can be as soon as 3 hours or take up to 72 hours.**

INK ROLLED PRINTS TAKE APPROXIMATELY 16 WEEKS TO OBTAIN CLEARANCE. NYSED IS ENCOURAGING FINGERPRINT CANDIDATES TO USE LIVESCAN TO AVOID LONG DELAYS RECEIVING CRIMINAL HISTORY CLEARANCE.

To check for clearance logon to your TEACH account. Candidate flagged for further investigation (criminal history revealed) will be delayed and the candidate will be sent information from NYSED.

Make an appointment for Fingerprinting by contacting

Jean
Espositj@strose.edu

Patty
Youngp@strose.edu

Remember:

- APPOINTMENT TIME IS RESERVED --- EARLY AND LATE ARRIVALS CAN NOT BE ACCOMMODATED
- PAYMENT of **\$94.25 MUST BE MADE PRIOR TO THE LIVESCAN APPOINTMENT** THROUGH THE TEACH SYSTEM. <http://www.highered.nysed.gov/tcert/teach/>. **YOU MUST BRING THE PRINTED PAYMENT PAGE FROM THE TEACH SYSTEM FROM WHEN YOU PAY.**
- YOU MUST BRING 2 FORMS OF IDENTIFICATION
- YOU MUST KNOW YOUR SOCIAL SECURITY NUMBER
- BOCES CHARGES EACH CANDIDATE A **SEPARATE FEE** of **\$28.00** FOR THE LIVESCAN SERVICE.
- THE FEE MUST BE **PAID BY CERTIFIED CHECK OR MONEY ORDER MADE PAYABLE TO CAPITAL REGION BOCES.**
- PLEASE CALL IF YOU WILL NOT BE ABLE TO MAKE THE APPOINTMENT.

(518) 454-5208

(518) 458-5437

APPENDIX D

CAREER CENTER
St. Joseph Hall – 3rd Floor
Phone: (518) 454-5141
www.strose.edu/careercenter

Career Center Services

Credential File Service

- Convenient, organized and confidential way to house information for graduate schools and employers
- May contain letters of reference, The College of Saint Rose transcripts (considered unofficial copies)

Education Expo

- Spring event that provides students and alumni with an opportunity to connect with educational employers with anticipated vacancies

Mock (or practice) Interviews

- Appointment times available to practice interviewing skills
- Opportunity to receive feedback to develop skills, confidence and comfort level with interviewing.

Resume and Cover Letter Development

- Walk-in times are available to review and develop resumes and cover letters.
- Handouts available with content and layout information needed to develop a resume and/or cover letter.

Web Site – www.strose.edu/careercenter

- Information and resources for students, alumni, employers and faculty.
- Links to sites related to careers, graduate schools, jobs and internships, job fairs, professional associations, and public/private schools.

Much More

- Check web site
- Request copy of Career Center Informational Booklet