



**LOYOLA
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CHICAGO**

Preparing people to lead extraordinary lives

**TLLSC 460: Developing Rigorous and Relevant Instruction and Assessment
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2016

Instructor Information

Name: Dr. Kelly L. Morrissey, PhD

Email: kcarne1@luc.edu

Office hours: Adjunct faculty, by appointment

Phone: 614-571-9364

Module Information

Dates: August 29, 2016 – November 18, 2016

Day: Tuesdays

Times: 5:00 – 6:45

On-Campus Location: Mundelein Center - Room 515

Module Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and lead by Loyola faculty. This sequence also prepares candidates for the required Impact on Student Learning Project they will complete during their student teaching in Sequence 8. Candidates will compose a pilot Impact project. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidate for independent work by also discussing components of the Teacher Performance Assessment (edTPA). Candidates will also practice components of functional behavior assessment (FBA), and use the results to plan and monitor a behavioral support plan (BSP). This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9

Module Goals

Essential Questions:

- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
- How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
- How do educators collaborate with others to support student learning?
- How do educators balance relevance and rigor when choosing content and pedagogy?

As a part of this module, candidates will understand that effective educators:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives:

- Gaining factual knowledge (methods)
 - Learning to apply course materials
 - Developing specific skills, competencies, and points of view needed by professionals in the field
-

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D3** value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
- **D6** collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- **D7** value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
- **D14** demonstrate high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17:** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
Below 63%	F

Attendance:

- Arrive promptly and maintain excellent attendance records. (see Addendum 1) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for

students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence. The professor may deduct up to 5% of the final grade for each absence.

- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor. You may be asked to present legal or medical documentation in regard to an absence, and the final decision about what warrants an excused absence and what may need to be done to make up for an excused absence is up to the discretion of the professor.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. For this course, the instructor reserves the right to penalize an assignment by up to 5% of the grade for late admissions.
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Module Assignments

- **Module Participation: 10% of final grade**
 - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as having completed any assigned tasks.
- **Content Specific, Standards-Aligned Practice edTPA Unit: 50% of final grade**
 - Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2). Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence.
 - Resources:
<http://www.luc.edu/education/resources/illinois-licensure/educationalteacherperformanceassessmentedtpa/>

[ID = teacher](#)
[Password = LoyolaedTPA](#)
- **Positive Behavior Support Case Study and Digital Presentation: 40% of final grade**
 - **Positive Behavior Support Case Study (30% of final grade)**
 - Teacher candidates will complete a Positive Behavior Support Case Study in collaboration with their co-teacher educator in order to address the needs of a student not responding to school- and class-wide interventions. Teacher candidates will develop and support implementation of an individualized positive behavior support plan for this student based upon functional behavior assessment outcomes. Teacher candidates also must teach a replacement behavior to the student

individually, or as part of the social skills instructional unit to the class your student is attending as part of your plan. Candidates will give a formal presentation of their case study (see digital presentation below).

- **Digital Presentation (10% of final grade)**
 - Teacher candidates use the evaluation of their plan, samples of student work and further research to develop a digital presentation (i.e., PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will review components of the function-based support plan, as well as focus on lessons learned while completing the FBA process. Candidates should include a self-assessment of the behavior support plan using the LUC SOE conceptual framework.

Required texts

- Texts and materials will be posted to Sakai throughout the module

Module Reference Books

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Tentative Module Seminar Schedule – check weekly for updates

Week (Seminar meets Tuesdays)	Focus	Notes	Assignment Due
#1 08/20/2016	<ul style="list-style-type: none"> • Introductions • edTPA Introduction • Check in on FBA/BSP needs 	<ul style="list-style-type: none"> • Candidates get release form 	Bring FBA/BSP/Pathways pre-assessment (from sessions with Dr. Their)
#2 09/06/2016	<ul style="list-style-type: none"> • Understanding Challenging Behavior from a Behavioral Perspective • edTPA Planning Task Rubrics 1-5 	<ul style="list-style-type: none"> • Use Rubrics Explained 	<ul style="list-style-type: none"> • Highlighted/annotated EDTPA Handbook for SPed, Making Good Choices for SpEd, and Rubrics 1-5 • Chandler & Dahlquist (2010) Chapter 2 • Alberto & Troutman (2003) Chapter 1 <ul style="list-style-type: none"> --- Vignettes about Professor Grundy pgs 3-18 --- Behavioral explanation pgs 18-21 • Turnbull, R., Wilcox, B., Stowe, M., & Turnbull, A. (2001). IDEA requirements for use of PBS: Guidelines for responsible agencies, Journal of Positive Behavior Interventions, 3 (1), 11-18. OR • Horner, Dunlap, Koegel, Carr, Sailor, Anderson, et al. (1990). Toward a technology of “non-aversive” behavioral support, JASH, 15(3), 125-132.

<p>#3 09/13/2016</p>	<ul style="list-style-type: none"> • PBS case study <ul style="list-style-type: none"> ○ Step 1: Gather information ○ Step 2: Develop a testable hypothesis • EdTPA: Discuss Context and Planning Commentary templates 		<ul style="list-style-type: none"> • Bring questions/concerns/ideas related to Context and Planning Commentary templates • Sugai, Lewis-Palmer, & Hagan-Burke (1999-2000). Overview of the functional behavioral assessment process. <i>Exceptionality, 8</i>, 149-160. • O’Neill, Horner, Albin, Sprague, Storey, & Newton (1997) Chapters 1 & 2 (up to page 35 – stop before Direct Observation). • Read instructions for the FACTS
<p>#4 09/20/2016</p>	<ul style="list-style-type: none"> • PBS Case Study <ul style="list-style-type: none"> ○ Step 3: Collect direct observation data to confirm testable hypothesis ○ Step 4: Complete the competing pathways analysis 	<ul style="list-style-type: none"> • Must decide on instructional sequence for EdTPA (will film one day) • Must decide on PBS Case Study student 	<ul style="list-style-type: none"> • Share chosen instructional sequence/setting for EdTPA • Share chosen student and behavioral concern for PBS CS • Alberto & Troutman (2003) Chapter 3 • O’Neill et al. (1997) Ch 2 pgs 35-46 (stop before Interpreting FAOF Data) • O’Neill et al. (1997) Chapter 3 • Chandler & Dahlquist (2010) Ch 6 • review data collection templates on Sakai, review PBS case study rubric on LiveText
<p>#5 09/27/2016</p>	<ul style="list-style-type: none"> • PBS Case Study <ul style="list-style-type: none"> ○ Step 5: Developing a plan • Research and theory in edTPA • Differentiating Instruction 		<ul style="list-style-type: none"> • Complete two adult interviews • Share observation data collected thus far • Alberto & Troutman (2003) Chapter 2 • Dunlap & Kern (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. <i>School Psychology</i>

			<p><i>Quarterly, 11(4), 297-312.</i></p> <p>OR</p> <ul style="list-style-type: none"> • Lee, Sugai, & Horner (1999). Effect of component skill instruction on math performance and on-task, problem, and off-task behavior of students with emotional and behavioral disorders. <i>Journal of Positive Behavioral Interventions, 1, 195-204.</i> <p>OR</p> <ul style="list-style-type: none"> • Colvin, Sugai, & Patching (1991). Precorrection: An instructional strategy for managing predictable problem behaviors. <i>Interventions in School and Clinic, 28, 143-150.</i>
#6 10/04/2016	<ul style="list-style-type: none"> • PBS Case Study <ul style="list-style-type: none"> ○ Step 6: Implementing a plan • Formative Assessment • edTPA Instructional Task Rubrics 6-10 	•	<ul style="list-style-type: none"> • Alberto & Troutman (2003) Chapter 8 • Burke, Hagan-Burke, & Sugai (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape maintained problem behavior: Preliminary results from a single case study. <i>Learning Disabilities Quarterly, 26, 15-25.</i> • Brooks, Todd, Tofflemoyer, & Horner (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. <i>JPBI, 5, 144-152.</i> • (sr+) Chandler & Dahlquist (2010) Chapter 7 <p>OR</p> <ul style="list-style-type: none"> • (sr-) Chandler & Dahlquist (2010) Chapter 8
#7	<ul style="list-style-type: none"> • No class, fall break 		<ul style="list-style-type: none"> • Work on Context, Lesson Plans,

10/11/2016			<p>and Planning Commentary</p> <ul style="list-style-type: none"> • Scott, DeSimone, Fowler, & Webb (2000). Using functional assessment to develop interventions for challenging behaviors in the classroom: Three case studies. <i>Preventing School Failure</i>, 44(2), 51-56.
#8 10/18/2016	<ul style="list-style-type: none"> • PBS Case Study <ul style="list-style-type: none"> ○ Step 7: Monitor and evaluate the plan • edTPA Assessment Task Rubrics 11-15 • Videotaping Skills <ul style="list-style-type: none"> ○ Editing, compressing 		<ul style="list-style-type: none"> • <u>Planning Task Due</u> • Work on Instruction Commentary • O’Neill et al. (1997) Chapter 4
#9 10/25/2016	<ul style="list-style-type: none"> • PBS Case Study <ul style="list-style-type: none"> ○ Pulling it all together • 		<ul style="list-style-type: none"> • <u>Instructional task Due</u> • Sprague, J. & Horner, R. (1991). Determining the acceptability of behavior support plans. In M. Wang, H. Walberg, & M. Reynolds (Eds.), <i>Handbook of Special Education</i>. Pergamon Press. • (h) Ingram, Lewis-Palmer, & Sugai (2005). Function-based intervention planning: Comparing the effectiveness of FBA: Indicated and contra-indicated intervention plans, <i>JPBI</i>, 7(4), 224-236. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • (t) Scott, Bucalos, Nelson, Liaupsin, Jolivette, & Descha (2004). Using functional assessment in general education settings: Making a case for effectiveness and efficiency, <i>Behavioral Disorders</i>, 29(2), 189-201
#10 11/01/2016	<ul style="list-style-type: none"> • Analysis of evidence of student Learning 		<ul style="list-style-type: none"> • Workshop night - bring EdTPA and PBS materials • Work on Assessment

	<ul style="list-style-type: none"> Giving feedback 		<ul style="list-style-type: none"> Commentary, instructional task feedback, FBA/BSPs
#11 11/08/2016	<ul style="list-style-type: none"> Supporting feedback Research to support modifications to student learning 		<ul style="list-style-type: none"> <u>Assessment Task Due</u> Workshop night - bring EdTPA and PBS materials
#12 11/15/2016	<ul style="list-style-type: none"> PBS Case Study presentations 		<ul style="list-style-type: none"> FBA/BSP due Final version of EdTPA due

School of Education Policies and Information

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your **TLSC 360 course**. Please print the certificate and keep it for your records. Here is the link to the module:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC>

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Technology

Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

Diversity

This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

University Policies and Information

For information about academic honesty, the ethics reporting hotline, or accessibility, please click here:

<http://luc.edu/education/syllabus-addendum/>



Student Teaching Attendance Record – Fall 2015

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Student _____ LUC # _____
Last First M.I.

School _____ Cooperating Teacher _____

Please check the appropriate boxes:

- | | | | |
|--|--|--------------------------------|--|
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Elementary | <input type="checkbox"/> M.Ed. | <input type="checkbox"/> Elementary |
| | <input type="checkbox"/> Secondary | | <input type="checkbox"/> Secondary |
| | <input type="checkbox"/> Special Education | | <input type="checkbox"/> Special Education |
| | <input type="checkbox"/> ECSE | | |

Please keep an accurate tally of your daily attendance. Both you and the cooperating teacher must sign this record at the end of each week. Please enter the times you attended your site on the appropriate lines. The undated line is for the cooperating teacher and student teacher's initials. This calendar is your proof of attendance during your Sequence 7 experience. It must be given to your University Coach at the final seminar.

SCHOOL: _____

Week	Dates	M	T	W	R	F	Total Hours	Co-teacher Signature
Sample	10/12 - 10/16	8:00am-12:00pm		8:00am-12:00pm	8:00am-3:00pm		15	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

- CODES:** FD Attended full day
 A1 Absent All Day
 A ½ Absent ½ Day – State AM or PM
 T State Time of Arrival
 H School Holiday

Signatures:
 Co- Teacher _____
 LUC Candidate _____

TLSC 460 and 461 Lesson Plan Template

Addendum 2

Maximum Page length is 4 pages

Note: there should enough detail that a content specialist could teach this lesson, but the lesson should not be scripted.

Lesson Plan	Candidate's Name _____
Lesson Title: _____ Day Number: _____ Lesson Goal/Topic : _____	
Objectives (edTPA requirement)	
<i>What are the objectives of this lesson? Objectives are the skills, knowledge and understandings that you want your students to achieve as a result of the lesson's activities. They should be specific and measurable. Correlate each objective to the appropriate CCSS, State or Content Standard. Include a language objective: WIDA Standard. List number and Text of each standard.</i>	
Planning to Support Varied Student Learning Needs (edTPA requirement)	
<i>How will you use knowledge of your students to target support for students to develop understanding. What modifications are required by IEP or 504 plans? (For lessons observed attach the CAST template)</i>	
Knowledge of Students to Inform Teaching and Learning (edTPA requirement)	
<i>How will you use the knowledge of your students to justify instructional plans? Identify the prior knowledge necessary for student success in this lesson. Explain how you will check for existence of these skills prior to the beginning of the lesson.</i>	

Materials, Resources, Instructional Strategies (edTPA requirement)

What will you use to teach this lesson? Include texts, primary documents, materials, technology, etc. If you develop your own materials, you will need to include copies. Declare the instructional method(s), and flexible means of implementation to be used in this lesson.

Procedures (edTPA requirement)

Clearly state both what you are doing and what you anticipate students will be doing. What are the learning tasks that support diverse student needs? The lesson should be specific regarding introduction, developmentally appropriate procedure, and closure. The activities should follow a logical sequence and support the lesson's objectives. What modification are necessary for learners with special needs (EL, IEP, 504 ...)

Identifying and Supporting Academic Language (edTPA requirement)

Identify necessary vocabulary and/or symbols. Identify at least one additional language demand (e.g. Language function, syntax, and discourse). How will you target support for these language demands?

Assessment to Monitor and Support Student Learning (edTPA requirement)

How are the informal and formal assessments selected and designed to monitor student understanding of each objective. The assessments should provide multiple forms of evidence and flexible methods of expression.



Loyola University Chicago Sequence 7 Clinical Evaluation

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Teacher Candidate		Observer
Class Period		School
Classroom Teacher		Grade/ Content Area

Adapted from Danielson Framework for Teaching, edTPA Tasks and Rubrics, and Illinois Professional Teaching Standards

Component	Accomplished 5 points	Proficient 4 points	Needs Improvement 3-0 points
PLANNING			
<p>Demonstrates Knowledge of Content</p> <p>Danielson: 1a edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6</p>	<p>Candidate demonstrates knowledge of the relevant content standards as well as how these standards relate to other disciplines. Candidate demonstrates extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates deep understanding of prerequisite knowledge important to student learning of the content/skill.</p>	<p>Candidate demonstrates knowledge of the relevant content standards. Candidate demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates accurate understanding of prerequisite knowledge important to student learning of the content/skill.</p>	<p>Candidate demonstrates little to no knowledge of relevant content standards and no understanding of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates little understanding of prerequisite knowledge important to student learning of the content/skill</p>
<p>Demonstrates Knowledge of Pedagogy</p> <p>Danielson: 1a edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6</p>	<p>Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught and anticipate student misconceptions.</p>	<p>Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught</p>	<p>Plans reflect little or no understanding of the range of pedagogical approaches suitable for student learning of content/skills being taught.</p>

<p>Demonstrates Knowledge of Students</p> <p>Danielson: 1b edTPA Rubric: 2,3 IPTS: 1H, 1I, 1J, 2P, 3K, 5M, 8S EU: 1, 7</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students' prior learning and examples of personal/cultural/community assets. Candidate's justification is supported by principles from research and/or theory.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students' prior learning or examples of personal/cultural/community assets.</p>	<p>Candidate justifies learning tasks with limited attention to students prior academic learning or limited to no attention to personal/cultural/community assets</p>
<p>Selects Developmentally Appropriate Goals, Standards and Objectives</p> <p>Danielson: 1c IPTS: 3O EU: 3,4,</p>	<p>Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding and meaningful, authentic application.</p>	<p>Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding.</p>	<p>Learning objectives are not standards based, are unclear or not measurable. Candidate fails to sequences and align standards based objectives to build toward deep understanding and, authentic application.</p>
<p>Selects Appropriate Material and Integrates Technology</p> <p>IPTS: 3Q EU: 6</p>	<p>Candidate's materials and use of technology support deep understanding of objectives and are developmentally appropriate. Materials were well developed to an extent that they could be understood and used by other teachers. Technology is employed to effectively support student learning needs and understanding.</p>	<p>Candidate's materials support understanding of objectives and are developmentally appropriate. . Materials were well developed but need refinement to make them understandable or useable by other teachers. Technology, if appropriate, is employed to support student learning needs.</p>	<p>Candidate's materials or use of technology were not related to the objectives or were developmentally inappropriate. Materials were developed, but could not be understood by others and not very comprehensive. Available or appropriate technology was not used effectively.</p>
<p>Designs Instruction with Appropriate Sequence, Scope, and Coherence.</p> <p>Danielson: 1d edTPA Rubric: 1 EU: 6</p>	<p>Candidate coordinates in-depth knowledge of content, students and resources (including technology) to design lessons. Tasks are cognitively challenging, yet accessible, for students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students and the lesson is sequences and paced appropriately.</p>	<p>Candidate coordinates knowledge of content, students and resources to design lessons. Tasks are cognitively challenging, yet accessible, and are designed for groups of students. There is evidence of scaffolding and the lesson is sequences and paced appropriately.</p>	<p>Candidate fails to coordinate knowledge of content, students and resources to design lessons. Tasks are aimed at the entire class. There is little to no evidence of scaffolding, appropriate pacing or differentiation. The lesson is not sequenced effectively.</p>

<p>Plans Assessment to Monitor and Support Student Learning</p> <p>Danielson: 1e edTPA Rubric: 5 IPTs: 2K, 4N, 7K, 7N EU: 4, 7</p>	<p>The assessments provide multiple forms of evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made. The assessments allow individuals with specific needs to demonstrate their learning.</p>	<p>The assessments provide evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide limited evidence to monitor student progress toward developing understanding. The plan for student assessment is not aligned with the standards-based learning objectives identified for the lesson.</p> <p>Failure to adapt the assessments as required by IEP or 504 plans is an automatic zero.</p>
<p>Identifies and Supports Language Demands</p> <p>edTPA Rubric: 4 IPTs: 2Q, 3Q, 6J, 6L, 6M, 6Q EU: 3,6</p>	<p>The candidate identifies vocabulary (and/or symbols) and additional language demand(s) (e.g. syntax and/or discourse) associated with the lesson. The plans include targeted support for use of vocabulary and the additional language demand(s)</p>	<p>The candidate identifies vocabulary (and/or symbols). Attention to additional language demand(s) (e.g. syntax and/or discourse) is superficial. The plans include general support for use of vocabulary and the additional language demand(s)</p>	<p>The candidate identifies vocabulary (and/or symbols) but fails to mention additional language demand(s) (e.g. syntax and/or discourse). The plans include little to no support for use of vocabulary.</p>
THE CLASSROOM ENVIRONMENT			
<p>Creates a Respectful and Supportive Learning Environment</p> <p>Danielson: 2a edTPA Rubric: 6 IPTs: 1K, 3H, 4I, 4J, 4K, 4L, 4O, 5M EU: 1,7, 9</p>	<p>Patterns of classroom interaction, both between the candidate and students and among students, are highly respectful, reflecting genuine caring. The net result of interactions is that of academic and personal connections between students and adults.</p>	<p>Patterns of classroom interaction, between the candidates reflect rapport and respect. The net result of interactions is that of academic and professional connections between students and adults.</p>	<p>Candidate provides a learning environment that serves primarily to control student behavior.</p>

<p>Engages Students in Learning and Responsibility</p> <p>Danielson: 2b edTPA Rubric: 7 IPTS: 4N, 5I, 5L, 5S EU: 1,7</p>	<p>The candidate creates a classroom culture that reflects a shared belief in the importance of learning, perseverance, and hard work. Students are engaged in the learning task that deepens and extends their understanding. Students assume responsibility for high quality work.</p>	<p>The candidate creates a classroom culture that communicates the importance of learning, perseverance, and hard work. Students are engaged in the learning task that develops their understanding. Students assume responsibility for their work.</p>	<p>The candidate fails to create a classroom culture that reflects the importance of learning, perseverance, and hard work. Students have limited engagement in the learning task because of a teacher centered classroom</p>
<p>Manages Classroom Procedures and Time</p> <p>Danielson: 2c IPTS: 4K, 4L, 4M, 5R EU: 9</p>	<p>Effective classroom routines and procedures maximize instructional time. The candidate orchestrates the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials. Students follow classroom procedures without the candidate's prompting</p>	<p>Effective classroom routines and procedures with minimal loss of instructional time. The candidate directs the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials with little disruption. With minimal prompting and guidance students follow classroom procedures without the candidate's prompting</p>	<p>Classroom routines and procedures are insufficient to prevent the loss of instructional time. The candidate attempts to direct the environment but students fail to take it upon themselves to manage instructional grouping, and/or the handle materials without disruptions. Transitions are neither quick nor smooth. Students require continual prompting to follow procedures.</p>
<p>Manages Student Behavior</p> <p>Danielson: 2d IPTS: 4I, 4J, 4K, 4L, 44O, 4P, 4Q EU: 9</p>	<p>Students follow established standards of conduct and self-monitor their behaviors. Candidates monitoring of student behaviors is subtle, proactive and preventative. Candidate uses positive framing to model and reinforce positive behavior. Candidate's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.</p>	<p>Most students follow established standards of conduct and self-monitor their behaviors. Candidates monitor student behaviors against established standards of conduct. Candidate uses positive framing to model and reinforce appropriate. Candidate's response to students' inappropriate behavior is consistent, proportionate, and respectful to students.</p>	<p>There is inconsistent implementation of standards so some students' behaviors challenge the standard of conduct. The candidate is inconsistent with the use of positive framing and redirecting of student behavior. Candidate tries, with uneven results, to monitor student behavior. The candidates response to inappropriate behavior is inconsistent and is sometimes disrespectful</p>
INSTRUCTION			
<p>Communicates Clearly and Accurately</p> <p>Danielson: 3a IPTS: 5L, 6J EU: 2</p>	<p>Candidate clearly communicates learning objectives. Candidate guides students to articulate the relevance of the objective(s). Candidate clearly explains directions and procedures, and anticipates possible student misunderstanding. Candidate's explanation of content is thorough, accurate, and clear enabling students to develop a conceptual understanding of content making connections to their interest, knowledge and experience. Vocabulary is developmentally appropriate.</p>	<p>Candidate communicates learning objectives. Candidate guides students to understand the relevance of the objective(s). Candidate clearly explains directions and procedures, and anticipates some possible student misunderstanding. Candidate's explanation of content is mostly accurate, and clear enabling students to develop a understanding of content, and attempts to make connections to their interest, knowledge and experience. Vocabulary is</p>	<p>Candidate fails to communicate learning objectives or the learning objective is unclear. Candidate does little to guide students to understand the relevance of the objective(s). Candidate explains directions and procedures, but sequencing and/or transitions are uneven. Candidate's explanation of content is mostly accurate, and clear enabling students to develop some understanding of content. Connections to their interest, knowledge and experience are not attempted. Vocabulary may be developmentally inappropriate.</p>

<p>Deepens Student Learning</p> <p>Danielson: 3b edTPA Rubric: 8 IPTS: 2K, 2M, 25K, 5L, 5S, 6S EU: 3,6</p>	<p>Candidate elicits and builds on student responses to develop understanding. Candidate facilitates interaction among students so they can evaluate their own ability to understand and apply. Candidate uses a variety of low- and high-level open-ended questions to challenge students cognitively, advance high level thinking and discourse.</p>	<p>developmentally appropriate.</p> <p>Candidate elicits student responses related to the development of understanding. Candidate's questions lead students through a single path of inquiry where answers are seemingly pre-determined with few high level or open-ended questions. Questions are asked with limited "wait time"</p>	<p>Candidate asks primarily surface –level questions and evaluates student response as correct or incorrect OR candidate does most of the talking and students provide few responses. Questions may be developmentally inappropriate. Few students are listening and responding to questions.</p>
<p>Uses Evidence to Evaluate and Change Teaching Practice</p> <p>Danielson: 3d, 3e edTPA Rubric: 10 IPTS: 1H, 3J, 5J, 5P, 7J EU: 4,6</p>	<p>Candidate fully integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Students self- and peer-assess and monitor their progress. Candidate provides individualized feedback that is accurate, specific, and advances learning.</p>	<p>Candidate sometimes integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Limited in self- and peer-assessment. Candidate provides general feedback that does not advances learning</p>	<p>Candidate fails to integrate formative assessment into instruction and superficially monitors progress and check understanding. Students do not engage in self- and peer-assessment. Candidate provides general or unclear feedback that does not advances learning</p>
Professional Responsibilities			
<p>Feedback and Reflection on Student Learning</p> <p>Danielson: 4a IPTS: 9I, 9K, 9S EU: 1</p>	<p>Candidate can make an accurate assessment of the lesson's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Candidate can offer specific alternative practices, complete with probable success of each aspect of practice could have on this or future similar lessons.</p>	<p>Candidate can describe whether or not the lesson was effective but does not describe the extent to which it achieved the objective(s) or impact on student learning. Candidate can offer general suggestions for improving the lesson or future similar lessons</p>	<p>Candidate cannot clearly describe whether or not the lesson was effective nor describe the extent to which it achieved the objective(s) or impact on student learning. Candidate cannot offer general suggestions for improving the lesson or future similar lessons</p>
<p>Growing and Developing</p>	<p>Candidate initiates opportunity for professional growth and makes a systematic</p>	<p>Candidate participates in opportunity for professional growth and makes an effort to</p>	<p>Candidate sometimes participates in opportunity for professional growth and makes little effort to enhance</p>

<p>Professionally</p> <p>Danielson: 4d IPTS: 9K, 9O, 9P, 9Q EU: 3</p>	<p>effort to enhance content knowledge and pedagogical skills. Candidate invites meetings and initiates collaborations with colleagues. Candidate accepts collegial support and feedback from colleagues and supervisors. Candidate is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues</p>	<p>enhance content knowledge and pedagogical skills. Candidate attends meetings and participates in collaborations with colleagues. Candidate accepts collegial support and feedback from colleagues and supervisors. Candidate exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues</p>	<p>content knowledge and pedagogical skills. Candidate attends most meetings and participates in collaborations with colleagues. Candidate sometimes does not value collegial support and feedback from colleagues and supervisors. Candidate fails at times to exhibit professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues</p>
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Comments:

Signature of Teacher Candidate _____ Date _____

Signature of University Coach _____ Date _____

Signature of Co- Teacher _____ Date _____