



**LOYOLA
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Preparing people to lead extraordinary lives

TLLSC 460: Developing Rigorous and Relevant Instruction and Assessment

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring 2017

Instructor Information

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Module Information

Dates:

Days: Monday Seminar

Times: 5:00 – 6:45

On-Campus Location: TBA, Lakeshore Campus

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 led 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). 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 Objectives: (Complete the course evaluation online at IDEA Campus Labs website: <http://luc.edu/idea/>)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
 - Learning to apply course material (to improve thinking, problem solving, and decisions)
 - Developing specific skills, competencies, and points of view needed by professionals in the field
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Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. 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. The dispositions for the Teaching and Learning area of the School of Education are grounding in the overarching dispositions of *inquiry, social justice, and professionalism*. In this course the following specific dispositions will be assessed:

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.

Conceptual Frameworks:

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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
60% - 62%	D-
Below 60%	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.
- 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.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments

- **Module Participation: 20% 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 completing a reader response.
 - Participation will make up **20%** of your final grade for this course and be determined using the following common rubric.
 - **In-class writes and pop or announced guided reflections will also count towards the participation grade and will not be available for make-up.**

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

- ***Content Specific, Standards-Aligned Practice edTPA Unit: 40% 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. The 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.
- The edTPA unit will be submitted in three parts:
 - Planning Task
 - Instruction Task
 - Assessment Task
- The minimum passing score for edTPA is 35 out of 75 possible points. Candidates must receive a score of at least 35 points on the practice edTPA to receive a passing grade in this course.

- ***Content Specific Assignments: 40% of final grade***

- These assignments will be specific to middle and secondary English. They will be designed to deepen students' knowledge of middle grades and secondary English curricula and learning activities development, and pedagogy.
- Assignments include in-class individual and group work, brief teaching demonstrations, participation in online forums in Sakei, and a group presentation. More information on these assignments will be available in class and online.

Required Course Materials

All students must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. For additional information about LiveText, please visit LiveText.

Additionally, all students must have access to EdTPA materials. EdTPA materials and related documents are available via a password protected LUC website: <http://www.luc.edu/education/resources/illinois-licensure/educationalteacherperformanceassessmentedtpa/>.

Please use the log in information below to access this site.

ID = teacher

Password = LoyolaedTPA

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.
- Milner, J. O., & Milner, L. F. (2017). *Bridging English* (6th ed.). Upper Saddle River, NJ: Pearson. (Older editions will suffice)
- *Publication manual of the American Psychological Association*. (2010). Washington, DC: American Psychological Association.
- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.

Required Texts

- Beers, G. K., & Probst, R. E. (2013). *Notice & note: strategies for close reading*. Portsmouth, NH: Heinemann.
- Gregory, G., & Burkman, A. (2012). *Differentiated literacy strategies: for English language learners, grades 7-12*. Thousand Oaks, CA: Corwin Press.
- Haussamen, B. (2003). *Grammar alive!: a guide for teachers*. Urbana, IL: National Council of Teachers of English.
- Penniman, B. M. (2009). *Building the English classroom: foundations, support, success*. Urbana: National Council of Teachers of English.

University Policies and Information

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

This link directs students to the following statements

- **Academic Honesty**
- **Accessibility**

- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**



**Student Teaching Attendance
Record – Fall 2016**

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Student _____ LUC # _____
 Last First M.I.

School _____ Cooperating Teacher _____

Please check the appropriate boxes:

- Undergraduate** *Elementary* **M.Ed.** *Elementary*
- Secondary* *Secondary*
- Special Education* *Special Education*
- 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
<i>Sample</i>	<i>10/12 - 10/16</i>	<i>8:00am-12:00pm</i>		<i>8:00am-12:00pm</i>	<i>8:00am-3:00pm</i>		15	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

**CODES: FD Attended full day
A1 Absent All Day**

Signatures:

A ½ Absent ½ Day – State AM or PM

T State Time of Arrival

H School Holiday

Co- Teacher _____

LUC Candidate _____

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

Lesson Plan for English	Candidate's Name _____
Lesson Title:	Day Number:
Lesson Goal/Topic :	
Objectives	
<p><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></p>	
Planning to Support Varied Student Learning Needs	
<p><i>How do you plan to support groups of students with differentiated needs to help them develop understanding? What modifications are required by IEP or 504 plans? (For lessons observed attach the CAST template)</i></p>	
Prerequisite Skills	
<p><i>Identify the prerequisite skills 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></p>	
Knowledge of Students to Inform Teaching and Learning	
<p><i>How will you use the knowledge of your students to justify instructional plans? Take into consideration their background knowledge and how culture, family, and community impact your planning</i></p>	
Materials, Resources, Instructional Strategies	
<p><i>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 engagement to be observed in this lesson.</i></p>	

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 ...)

Teacher Actions	Student Actions

Identifying and Supporting Academic Language

- 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

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

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			
Demonstrates Knowledge of Content Danielson: 1a edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6	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.	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.	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>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 sequence and align standards based objectives to build toward deep understanding and, authentic application.</p>
<p>Selects Appropriate Material and Integrates Technology</p>	<p>Candidate's materials and use of technology support deep understanding of objectives and are developmentally appropriate.</p>	<p>Candidate's materials support understanding of objectives and are developmentally appropriate. . Materials were well developed but</p>	<p>Candidate's materials or use of technology were not related to the objectives or were developmentally inappropriate. Materials were developed,</p>

<p>IPTS: 3Q EU: 6</p>	<p>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>need refinement to make them understandable or useable by other teachers. Technology, if appropriate, is employed to support student learning needs.</p>	<p>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. 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 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</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. Failure to adapt the assessments as required by IEP or 504 plans is an automatic zero.</p>

	with specific needs to demonstrate their learning.		
Identifies and Supports Language Demands edTPA Rubric: 4 IPTs: 2Q, 3Q, 6J, 6L, 6M, 6Q EU: 3,6	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)	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)	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.
THE CLASSROOM ENVIRONMENT			
Creates a Respectful and Supportive Learning Environment Danielson: 2a edTPA Rubric: 6 IPTs: 1K, 3H, 4I, 4J, 4K, 4L, 4O, 5M EU: 1,7,9	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.	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.	Candidate provides a learning environment that serves primarily to control student behavior.
Engages Students in Learning and Responsibility	The candidate creates a classroom culture that reflects a shared belief in the importance of learning, perseverance, and hard	The candidate creates a classroom culture that communicates the importance of learning, perseverance, and hard work.	The candidate fails to create a classroom culture that reflects the importance of learning, perseverance, and hard work. Students have limited engagement in the

<p>Danielson: 2b edTPA Rubric: 7 IPTS: 4N, 5I, 5L, 5S EU: 1,7</p>	<p>work. Students are engaged in the learning task that deepens and extends their understanding. Students assume responsibility for high quality work.</p>	<p>Students are engaged in the learning task that develops their understanding. Students assume responsibility for their work.</p>	<p>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, 4O, 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).</p> <p>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).</p> <p>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 developmentally appropriate.</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).</p> <p>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>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 advance 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 advance 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 Professionally</p>	<p>Candidate initiates opportunity for</p>	<p>Candidate participates in opportunity for professional</p>	<p>Candidate sometimes participates in opportunity for professional growth and</p>

<p>Danielson: 4d IPTS: 9K, 9O, 9P, 9Q EU: 3</p>	<p>professional growth and makes a systematic 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>growth and makes an effort to 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>makes little effort to enhance 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 _____