TOURO COLLEGE GRADUATE SCHOOL OF EDUCATION
Master of Science in Special Education, Generalist, Grades 7 - 12

Overview

Guided by our commitment to diverse and underserved student populations, our faculty strongly believes in the power of education to improve opportunity and quality of life for every person. Touro College Teacher Education Programs seek to prepare diverse, highly qualified teachers who are lifelong learners, leaders, and knowledge developers dedicated to inspiring the same qualities in all of their students.

Therefore, a consistent focus on *learning from practice* anchors the conceptual and structural framework of the Special Education Generalist Grades 7 – 12 Program. The concept of learning *from* teaching, as opposed to merely learning *how to* teach, is coherently integrated within and across all courses in this professional preparation program.

Learning from practice is a habit of mind that engenders continual inquiry into, analysis of, and reflection on student learning and the teaching practices that most effectively support that learning. The Master's Degree Program leading to certification in Special Education Generalist Grades 7 – 12 is designed to encourage critical thinking, problem-solving, effective use of technology, multicultural awareness, and an understanding of diverse learning needs. Candidates engage in discussion, collaboration, and individual reflection as part of the learning process. Faculty create links between courses and clinical field experiences that enable our candidates to connect theory and practice; to go beyond merely implementing techniques to being able to "think pedagogically, reason through dilemmas, investigate problems, and analyze student learning to develop appropriate curriculum for a diverse group of learners" (Darling-Hammond, et al., 2005, p. 392).

In line with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, *learning from practice* is demonstrated in our candidates' development of essential interrelated knowledge, skills, and dispositions in four key domains:

- the learner and learning;
- content;
- instructional practice; and
- professional responsibility.
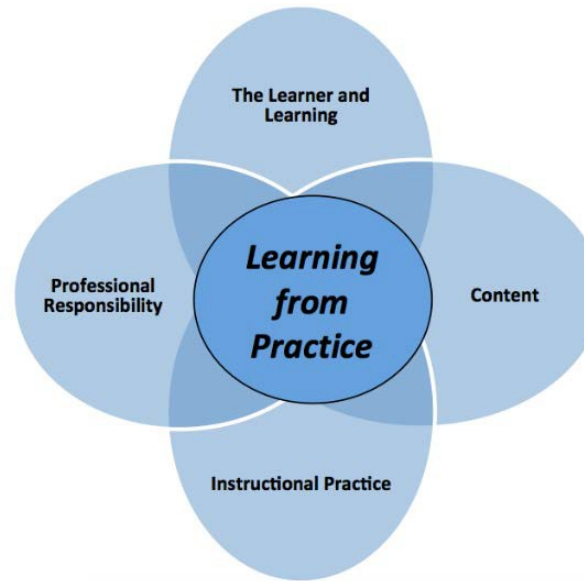
The Special Education Generalist Grades 7 – 12 Program prepares teachers to advance the academic achievement and healthy development of students by developing candidates' high levels of professional proficiency in their ability to
- assess students' strengths, needs, and challenges;
- plan instruction to build upon those strengths and to meet the learning needs and challenges;
- implement engaging, purposeful sequences of instructional learning activities; and
- assess student learning at every step of the way.

Course experiences in the Special Education Generalist Grades 7 – 12 Program (texts and tasks) are *specifically sequenced* to ensure that candidates build demonstrated skills in assessment/planning/instruction/assessment in a coherent way, course by course, assignment by assignment to ensure their ability to effectively support the academic learning and healthy development of their students.

Key Assessments

Key assessments utilized in the Special Education Generalist Grades 7 – 12 Program have been designed in parallel with the other Initial Certification programs at Touro GSE to address CAEP Initial Program Standards.

1. Teacher Sense of Efficacy Scale (Dispositions Survey)[1]
   Beginning Spring 2018 teacher candidates self-assess their professional sense of self efficacy at three different program points using the Teachers' Sense of Efficacy Scale (TSES) (see Appendix A). Candidates complete the survey during the first pedagogy course, at the end of the first field experience course, and at the end of the second practicum course, when the Clinical Field Supervisor and the Cooperating Teacher also respond to the survey questions in reference to the candidate.

2. Case Study[2]
   Candidates prepare an EPP-created multi-faceted observational case study (Portrait of a Learner) in the first pedagogy course as an early benchmark of candidates' ability to perceive and respond to students' developmental needs and abilities (see Appendix B).

3. Lesson Plans[3]
   In methods courses and in the final Practicum, candidates prepare edTPA-aligned lesson plans (see Appendix C).

4. Field Observation Reports[4]
   In 2016-2017, Clinical Field Supervisors observed candidates' instruction in their final Practicum placement using an instrument based upon the Danielson Framework (see Appendix D). This instrument is being reviewed for validity in 2018-2019.

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[1] Permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), January 18, 2017, http://wmpeople.wm.edu/site/page/mxtsch.
Tschannen-Moran, M. & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

[2] Developed by Touro College Initial Program Chairs and Faculty, 2016-2017

[3] Developed by Touro College Initial Program Chairs and Faculty, 2016-2017

[4] Developed in 2015 by Touro College Program Chairs and Faculty, synthesizing practices aligned to the InTASC Standards and the Assessment Frameworks of the Danielson Group and Robert Marzano.

APPENDIX A
Teacher Sense of Efficacy Scale [5]

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential. *Directions:* Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

Q1   How much can you do to get through to the most difficult students?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q2   How much can you do to help your students think critically?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q3   How much can you do to control disruptive behavior in the classroom?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q4   How much can you do to motivate students who show low interest in school work?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q5   To what extent can you make your expectations clear about student behavior?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q6   How much can you do to get students to believe they can do well in school work?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q7   How well can you respond to difficult questions from your students?
                None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

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[5] Permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), January 18, 2017, http://wmpeople.wm.edu/site/page/mxtsch.
Tschannen-Moran, M. & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Q8   How well can you establish routines to keep activities running smoothly?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q9   How much can you do to help your students value learning?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q10   How much can you gauge student comprehension of what you have taught?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q11   To what extent can you craft good questions for your students?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q12   How much can you do to foster student creativity?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q13   How much can you do to get children to follow classroom rules?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q14   How much can you do to improve the understanding of a student who is failing?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q15   How much can you do to calm a student who is disruptive or noisy?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q16   How well can you establish a classroom management system with each group of students?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q17   How much can you do to adjust your lessons to the proper level for individual students?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q18   How much can you use a variety of assessment strategies?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q19   How well can you keep a few problem students form ruining an entire lesson?
      None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q20   To what extent can you provide an alternative explanation or example when students are confused?
            None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q21   How well can you respond to defiant students?
            None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q22   How much can you assist families in helping their children do well in school?
            None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q23   How well can you implement alternative strategies in your classroom?
            None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q24   How well can you provide appropriate challenges for very capable students?
            None at all   Very Little   Some Influence   Quite A Bit   A Great Deal

Q25   Name and explain 3 core beliefs or values that guide your teaching.
            How are these beliefs/values exhibited in your teaching? Be specific!

APPENDIX B
CASE STUDY: PORTRAIT OF A LEARNER RUBRIC[6]

CASE STUDY: Portrait of a Learner

Intended Learning Outcome: Use observations of a student (cognitive, socio-emotional, and learning) to design and implement developmentally appropriate and challenging learning experiences and modifications.

Criteria	Case Study Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Demonstrating Knowledge of A Student **InTASC Standards: 1, 6** **NYS Teaching Standards: 3c,3b**	Part I: Select a Student	Little or no information is given on student's age, grade, academic achievement and behavior. -Little or no rationale is included for choosing the student. -Little or no information is provided about student's puzzling behavior, learning patterns, communication and/or academic challenges	Some information is given on student's age, grade, academic achievement and behavior. -Some rationale is included for choosing the student. - Some, although incomplete, information is provided about student's puzzling behavior, learning patterns, communication and/or academic challenges.	Complete information is given on student's age, grade, academic achievement and behavior. -Detailed rationale is included for choosing the student. -Complete information is provided about student's puzzling behavior, learning patterns, communication and/or academic challenges.	Extensive initial knowledge of the student's age, grade, academic achievement, and behavior is displayed. -Detailed rationale is included for choosing the student. -Complete information is provided and hypotheses suggested (e.g. possible developmental issues) for the student's puzzling behavior, learning patterns, communication, and/or academic challenges.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete cognitive observation **InTASC Standards: 1, 6** **NYS Teaching Standards : I.1.a**	Part II (a): Observations. Cognitive Observation	The Cognitive Observation is missing two or more of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's cognitive activity is missing, lacks detail, or unrelated to cognitive development. -Description of student's cognitive activity is not written as an objective account of behavior but as a personal interpretation. -Inferences are not connected to the behavior observed.	The Cognitive Observation is missing information in any of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's cognitive activity is related to cognitive development, but lacks detail. -Description of student's cognitive activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, but this connection is not expressed clearly. - Inferences are substantiated with references to one relevant theory of	The Cognitive Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's cognitive activity is related to cognitive development and reported in detail. -Description of student's cognitive activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is clearly expressed. - Inferences are substantiated with references to at least 2 relevant	-The Cognitive Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's cognitive activity is related to cognitive development and reported in detail. -Description of student's cognitive activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is explained in clear and elaborate fashion. - Inferences are substantiated with references to at least 2 relevant theories

		-Inferences are not substantiated with references to a relevant theory of development. -Inferences do not include a description of the student's developmental abilities and needs in the cognitive domain.	development and supported by one course reading. - Inferences include an insufficient or unclear description of the student's developmental abilities and needs in the cognitive domain.	theories of development and supported by 2 course readings. -Inferences include a sufficient and clear description of the student's developmental abilities and needs in the cognitive domain.	of development and supported by 3 course readings. -Inferences include a clear and elaborate description of the student's developmental abilities and needs in the cognitive domain and suggestions are provided for supporting the student's cognitive development.

[6] Developed by Touro College Initial Program Chairs and Faculty, 2016-2017

MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete Socio-Emotional Observation **InTASC Standards: 1, 6 NYS Teaching Standards: I.1.a**	Part II (b): Observations. Socio-Emotional Observation.	-The Socio-Emotional Observation is missing two or more of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's social/emotional activity is missing, lacks detail, or unrelated to social/emotional development. -Description of student's social/emotional activity is not written as an objective account of behavior but as a personal interpretation. -Inferences are not connected to the behavior observed. -Inferences are not substantiated with references to a relevant theory of development. -Inferences do not include a description of the student's developmental abilities and needs in the socio-emotional domain.	The Socio-Emotional Observation is missing information in any of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's social/emotional activity is related to social/emotional development, but lacks detail. -Description of student's social/emotional activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, but this connection is not expressed clearly. - Inferences are substantiated with references to one relevant theory of development and supported by one course reading. - Inferences include an insufficient or unclear description of the student's developmental abilities and needs in the socio-emotional domain.	The Socio-Emotional Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's social/emotional activity is related to social/emotional development and reported in detail. -Description of student's social/emotional activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is clearly expressed. - Inferences are substantiated with references to at least 2 relevant theories of development and supported by 2 course readings. -Inferences include a sufficient and clear description of the student's developmental abilities and needs in the socio-emotional domain.	-The Socio-Emotional Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's social/emotional activity is related to cognition and reported in detail. -Description of student's social/emotional activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is explained in clear and elaborate fashion. - Inferences are substantiated with references to at least 2 relevant theories of development and supported by 3 course readings. -Inferences include a clear and elaborate description of the student's developmental abilities and needs in the socio-emotional domain and suggestions are provided for supporting the social/emotional development. .

MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete Learning observation **InTASC Standards: 1, 6** **NYS Teaching Standards: I.1.a**	Part II (c): Observations. Learning Observation	-The Learning Observation is missing two or more of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's learning activity is missing, lacks detail, or unrelated to learning. -Description of student's learning activity is not written as an objective account of behavior but as a personal interpretation. -Inferences are not connected to the behavior observed. -Inferences are not substantiated with references to a relevant theory of development. -Inferences do not include a description of the student's developmental abilities and needs in the area of learning.	-The Learning Observation is missing information in any of the following: description of the context, description of student's activities, comments, or inferences. -Description of student's learning activity is related to learning, but lacks detail. -Description of student's learning activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, but this connection is not expressed clearly. - Inferences are substantiated with references to one relevant theory of development and supported by one course reading. - Inferences include an insufficient or unclear description of the student's developmental abilities and needs in the area of learning.	-The Learning Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's learning activity is related to learning and reported in detail. -Description of student's learning activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is clearly expressed. - Inferences are substantiated with references to at least 2 relevant theories of development and supported by 2 course readings. -Inferences include a sufficient and clear description of the student's developmental abilities and needs in the area of learning.	-The Learning Observation includes detailed information in all of the following: description of the context, description of student's activities, comments, and inferences. -Description of student's learning activity is related to learning and reported in detail. -Description of student's learning activity is written as an objective account of behavior. -Inferences are connected to the behavior observed, and their connection is explained in clear and elaborate fashion. - Inferences are substantiated with references to at least 2 relevant theories of development and supported by 3 course readings. -Inferences include a clear and elaborate description of the student's developmental abilities and needs in the area of learning and suggestions are provided for supporting the student's ability to learn.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to use observation data to plan teaching for the student development and learning.	**Part III: Student Plan**	The Student Plan is based on the inferences from at least one observation, but is inconsistently connected to inferences from other observations. -The Student Plan includes two teaching strategies to support the student's learning and development. -The Student Plan includes a general description of strategies with limited or no information about how these strategies will be implemented. -The Student Plan does not include a clear rationale for using the proposed strategies	The Student Plan is based on the inferences from at least two observations, but is inconsistently connected to inferences from other observations. -The Student Plan includes three teaching strategies to support the student's learning and development. - The Student Plan includes a detailed description of strategies and includes some information about how these strategies will be implemented. -The Student Plan includes some rationale for using the proposed strategies -The Student Plan includes strategies that are supported	The Student Plan is based on the inferences from all three observations, and the connection between inferences and proposed strategies is clear. -The Student Plan includes four teaching strategies to support the student's learning and development. -The Student Plan includes a detailed description of strategies and includes a specific procedure for implementing these strategies. --The Student Plan includes a descriptive rationale for using the proposed strategies -The Student Plan includes strategies that are supported with at least three psychological	The Student Plan is based on the inferences from all three observations, and the connection between inferences and proposed strategies is clear. -The Student Plan includes four specific teaching strategies to support the student's learning and development. -The Student Plan includes a detailed description of strategies and includes a specific procedure for implementing these strategies that is described in elaborate detail. --The Student Plan includes a highly descriptive rationale for using the proposed strategies and offers a critical analysis of how these strategies could support the student's development and

		-The Student Plan includes strategies that are supported with at least one psychological theory of child development.	with at least two psychological theories of child development.	theories of child development.	learning. -The Student Plan includes strategies that are supported with at least three psychological theories of child development, and demonstrates knowledge of evidence –based practices.

InTASC Standards: 1, 6 NYS Teaching Standards : I.1.a				
MARK ONE →	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to express thoughts clearly and build a well-supported argument	Language used in the description of the student's activity, inferences, or Student Plan is unclear and difficult to understand. -The sequence of statements and ideas lacks organization. -There are a number of grammatical or spelling errors. -There are several aspects of the paper that are in violation of APA style.	Most of the language used in the description of the student's activity, inferences, and student plan is clear and comprehensible. -The sequence of statements and ideas is mostly well-organized. -There are a few grammatical or spelling errors. -There are some aspects of the paper that are in violation of APA style.	The language used in the description of the student's activity, inferences, and student plan is clear and comprehensible. -The sequence of statements and ideas is well-organized. -There are no more than two grammatical or spelling errors. -There is no more than one violation of APA style.	The language used in the description of the student's activity, inferences, and student plan is clear, comprehensible, thoughtfully expressed and eloquently stated. -The sequence of statements and ideas is well-organized. -There are no grammatical or spelling errors. -There are no violations of APA style.
MARK ONE →	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
			Total	/24

Criteria	Lesson Plan Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Demonstrating Content Knowledge and Planning for Instruction InTASC Standards: 4, 7 NYST Standards: 2 MARK ONE →	**Central Focus/Learning Goal aligned to State Learning Standard(s)**	Central focus/Learning Goal includes only basic knowledge of subject area. Does not include standards. 1 Ineffective	Central focus/Learning Goal includes basic knowledge of subject area and aligns with the learning objective(s). Includes standards. 2 Developing	Central focus/Learning Goal includes basic knowledge *and* conceptual understanding of subject area and aligns with the learning objective(s). Includes standards that are central to the learning objective(s). 3 Effective	Central focus/Learning Goal includes basic knowledge *and* conceptual understanding and higher order thinking skills of subject area *and* aligns with the learning objective(s). Includes *all* standards that are central to the learning objective(s). 4 Highly Effective
Demonstrating Planning for Instruction and Assessment InTASC Standards: 6, 7 NYST Standards: 2, 3, 5 MARK ONE →	**Lesson Objective(s)**	Lesson objective(s) identifies what students will learn. 1 Ineffective	Lesson objective(s) identifies what students will learn and the observable and measurable behavior that demonstrates learning. 2 Developing	Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning. 3 Effective	Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning *and* includes criteria to indicate how or when the behavior will be observable. 4 Highly Effective
Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Language Demands**	Does not describe the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Partially describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective *and* includes opportunity to understand and use academic language.

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[7] Developed by Touro College Initial Program Chairs and Faculty, 2016-2017

		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
MARK ONE → Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Key Vocabulary**	Key vocabulary is not identified.	Key vocabulary is identified but is not aligned to the lesson objective.	Key vocabulary is identified and aligns with the lesson objective.	Key vocabulary is identified and aligns with the lesson objective *and* opportunities to extend vocabulary are provided.
MARK ONE → Demonstrating learning differences, learning environments, and content knowledge, InTASC Standards: 2, 3, 4 NYST Standards: 1, 2, 3, 4	**Resources and Materials**	Resources and materials are not developmentally appropriate and do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *but* do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s). Resources and materials reflect learners' interests *and/or* support self-regulation.
MARK ONE → Demonstrating learner development and assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Prior Academic Learning and Prerequisite Skills**	Pre-assessment information or prerequisite skills are missing	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessment and prerequisite skills do not align with stated learning objective(s).	Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction.	Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction to promote the learning of all students.
MARK ONE → Demonstrating Ability to Assess, Plan, and Implement	**Beginning the Lesson / Introducing New**	Procedures in this section do not align with stated learning objective.	Procedures in this section align with stated learning objective but do not consider	Procedures in this section align with stated learning objective *and* consider	Procedures in this section align with stated learning objective *and* consider classroom/school context *as well as each individual student's*

Instructional Strategies InTASC Standards: 6, 7, 8 NYST Standards: 2, 3 MARK ONE →	Content/Skills		classroom/school context *and/or* pre-assessment data.	classroom/school context *and* pre-assessment data.	*background and* pre-assessment data.
		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Ability to Plan and Implement Instructional Strategies InTASC Standards: 7, 8 NYST Standards: 2, 3, 4 MARK ONE →	**Guided Practice**	This section does not include a logical sequence of activities aligned to the learning objective.	This section includes a logical sequence of activities aligned to the learning objective.	This section includes a logical sequence of activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs.	This section includes a logical sequence of activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs *and* promotes higher order thinking *or* self-regulation.
		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement Instructional Strategies InTASC Standards: 1,2, 6, 7, 8 NYST Standards: 1, 2, 3, 4, 5 MARK ONE →	**Independent Practice**	This section does not include a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs.	This section includes a logical sequence of independent activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs *and* promotes higher order thinking *or* self-regulation.
		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment	**Formative Assessment**	Plans methods of assessment that do not measure student's developing	Plans methods of assessment that somewhat measure student's developing understanding of skills and	Plans methods of assessment that align with and directly measure student's developing	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to

InTASC Standards: 1, 6 NYST Standards: 1, 5		understanding of skills and concepts related to learning objectives.	concepts related to learning objectives.	understanding of skills and concepts related to learning objectives.	learning objectives **and** incorporates methods of student self regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Summative Assessment**	Plans methods of assessment that do not measure student performance on the stated learning objectives.	Plans methods of assessment that somewhat measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives and incorporates methods of student self-assessment
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Ability to Plan and Implement Instructional Strategies InTASC Standards: 7, 8 NYST Standards: 1, 3, 5	**Closing & Extending the Lesson**	Closing activities focus solely on basic recall skills.	Closing activities target recall *and* comprehension skills.	Closing activities promote higher order thinking skills *or* transfer of learning.	Closing activities promote higher order thinking skills *or* transfer of learning *and* self-regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement Instructional Strategies InTASC Standards: 1,2, 6, 7, 8	**Special Needs/English Language Learners**	Plans are general rather than specific and are insufficient to help the students' progress toward the learning objective.	Plans reflect some of the requirements of the IEPs and 504 plans. However, the planned supports are not specific to the students' strengths and challenges *and/or* are not aligned to the learning objective.	Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective *and* the learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests.	Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective *and* the learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests. *and*

		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
NYST Standards: 1, 3, 4, 5					Plans include strategies for the focus learner to move forward using knowledge of his/her strengths and needs to self-manage the supports.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement Instructional Strategies InTASC Standards: 1,2, 6, 7, 8 NYST Standards: 1, 2, 3, 4, 5, 7	**Lesson Rationale**	Justification of instruction and support strategies is either missing *or* represents a deficit view of the focus learner.	Justification of instruction and support strategies makes a general connection to the focus learner's needs *or* vague/unclear connections to research and/or theory.	Justification of instruction and support strategies makes clear connections to the focus learner's needs *and* research and/or theory.	Justification of instruction and support strategies is makes clear connections to the focus learner's needs *and* research and/or theory. Candidate's justification includes the development of maintained, generalized and/or self-directed use of knowledge and skills.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective

APPENDIX D
TOURO COLLEGE CANDIDATE PRACTICUM OBSERVATION RUBRIC[8]

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

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[8] Developed in 2015 by Touro College Program Chairs and Faculty, synthesizing practices aligned to the InTASC Standards and the Assessment Frameworks of the Danielson Group and Robert Marzano.

1f: Designs Coherent Instruction	Student teacher designs lessons/units that do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
1g: Assesses Student Learning	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about student understanding of stated goals, and student teacher consistently uses information to plan future lessons.
Domain 2: Classroom Environment	**Unsatisfactory: Unacceptable**	**Basic: Novice Student Teacher**	**Proficient: Effective Student Teacher**	**Distinguished: Advanced Student Teacher**
2a: Creates an Environment of Respect and Rapport	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are consistently appropriate and sensitive to the cultural and developmental differences among students	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental
2b: Establishes High Expectations	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in
2c: Manages Classroom Procedures	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior	Standards of classroom behavior are not communicated and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and	Student teacher has established clear standards of behavior and is proactive in

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2e: Uses Physical Environment to Support Learning Activities	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical
Domain 3: Instruction	**Unsatisfactory: Unacceptable**	**Basic: Novice Student Teacher**	**Proficient: Effective Student Teacher**	**Distinguished: Advanced Student Teacher**
3a: Communicates Clearly and accurately	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions	Student teacher uses closed, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which leads to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which leads to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to
3c: Engages Students in Learning	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually	Student teacher is successful in intellectually engaging students because of appropriate activities and
3d: Paces Instruction and Provides Closure	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.

3e: Provides Appropriate Feedback to Students	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the teaching/learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the teaching/learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the teaching/learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure	Student teacher successfully modifies lessons to meet student needs, interests,
Domain 4: **Professional** **Responsibility**	**Unsatisfactory:** **Unacceptable**	**Basic: Novice Student Teacher**	**Proficient: Effective Student Teacher**	**Distinguished: Advanced Student Teacher**
4a: Reflects on Teaching	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future
4c: Provides Evidence of Student Achievement	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve

4d: Accepts Constructive Feedback	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
4e: Exhibits Professional Demeanor	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility	Student teacher is not a responsible professional: exhibits poor attendance/lateness/ disrespect for students, colleagues and/or parents.	Student teacher needs to be reminded of professional responsibilities, such as poor attendance/lateness/ disrespect to students, colleagues and/or parents.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.
4g: Works Cooperatively with Other Professionals	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and contributes to school
Domain 5: Assessment	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
5a. Uses a variety of assessments to plan or adjust instruction or activities	Student teacher uses a limited range of assessments and does not use the information gathered from assessments to plan or adjust instruction or activities.	Student teacher uses a limited range of assessments to plan or adjust instruction or activities for whole class and/or individual students.	Student teacher uses information from multiple pre- assessments, formative and summative assessments including, informal, alternative, and standard, to plan or adjust instruction for whole class and	Student teacher consistently uses information from multiple pre- assessments, formative and summative assessments including, informal, alternative, and

5b: Models and guides all students in assessing their own learning	Student teacher does not encourage student reflection or self-assessment.	Student teacher encourages student reflection and self-assessment during some learning activities.	Student teacher models reflection and self-assessment strategies and provides some opportunities for student reflection and self-assessment.	Student teacher consistently models reflection and self-assessment strategies and provides ongoing opportunities for student reflection and self-assessment.
5c: Provides opportunities for peer-assessment	Student teacher provides no opportunities for peer discussion related to improving learning.	Student teacher provides opportunities for peer discussion related to improving learning.	Student teacher models strategies and/or provides guidelines to help students engage in peer evaluation of work and provides opportunities for peer discussion.	Student teacher models strategies and provides guidelines to help students engage in peer evaluation of work and provides frequent opportunities for peer discussion.
5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth	Student teacher rarely provides information to students, families, and/or support specialists about ways to improve learning outcomes or encourage personal growth.	Student teacher provides some information to students, families, and/or support specialists about ways to improve student learning outcomes and encourage personal growth, but the information is not clear or is incomplete.	Student teacher regularly exchanges information with students, families, and support specialists about ways to improve student learning outcomes and encourage personal growth	Student teacher actively involves the student, family, and support specialists in frequent discussion about ways to improve student learning outcomes and encourage personal growth.
5e. Uses assessment to apply evidence-based practices	Student teacher demonstrates little knowledge of assessment tools to plan or implement evidence-based practices.	Student teacher demonstrates some use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher demonstrates consistent use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher systematically assesses student needs to inform the choice and implementation of appropriate evidence-based practices to