

# TOURO COLLEGE, GRADUATE SCHOOL OF EDUCATION

## Master of Science in Teaching Literacy

**Goals of the Master of Science in Teaching Literacy Program:** The mission and goals of our program reflect faculty beliefs that literacy is a human right that is foundational for all learning. We believe that students' academic success and "life-long learning" correlate with their abilities to read and write with autonomy, purpose, and critical comprehension. We advocate for excellence in literacy instruction that is mindful and culturally relevant. As stated in Touro's Mission statement we "emphasize research while equipping students to meet the latest pedagogical strands." We encourage "intellectual freedom" in reading and responding to course materials and assignments. We believe that every student has the fundamental right to learn to read. Our program goals reflect "high level" and "rigorous" standards, current research, and literature about literacy. They are informed by the Standards for the Preparation of Specialized Literacy Professionals (International Literacy Association, 2017) that focus upon foundational knowledge, curriculum, assessment and evaluation, diversity and equity, learners and the literacy environment, and practicum/clinical experiences. Our goals are synchronous with CAEP Advanced Standards, and reflect current policies and practices articulated in the recently revised New York State Learning Standards and the US Department of Education Every Student Succeeds Act (ESSA).

### Overview of Key Assessments

There are twelve courses in the Master of Science in Teaching Literacy program. Students must take 15 credits of Literacy which must include 665, Basic Reading and Writing, and 667, Diagnosis and Correction of Reading and Writing Difficulties before they can begin the first practicum. Key assessments have been developed for the practicum: 692 and 693 and three other courses: 665, 667 and 606. The Literacy faculty utilizes a set of rubrics correlated with the Danielson Framework for Teaching. These assessments and rubrics are what we use to meet CAEP's Standards for Advanced Certification Programs.<sup>1</sup>

**1. Practicum Case Studies:** Students complete 180 hours of tutoring, equally divided between EDSN 692 (B-6) and 693 (Grades 5-12), with students in real life contexts or conditions in which specific knowledge or skills are applied; students reflect through anecdotal logs and record keeping; students administer surveys, and other literacy assessments (pre- and post- test, formative and summative) for this capstone project. Literacy assessments include, but are not limited to, the QRI 6, running records, and writing protocols. Students create an electronic case study including general information, reason for referral, background information, observed behavior, goals for the student (strategies, materials, session-time management), recommendations for future instruction, and four lesson plans (two observed by certified, college supervisors). They assess student growth through product and performance based measurements. In addition, students in 692/603 attend practicum meetings. They submit reflection papers in which they analyze and discuss the ways their course work and the two practicum classes have furthered their understandings and ability to assess, evaluate, and plan intervention strategies for struggling readers and writers. **(CAEP Advanced Standard 1 – Content and Pedagogical Knowledge,**

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<sup>1</sup> Danielson Rubrics for the practicum were updated in 2018 by the Chair and the Literacy Faculty. They are included in the appendices of this document.

**Standard 2 – Clinical Partnerships and Practice Preparing Candidates to Work with Diverse Supervisors, Peers, and Students, Standard 3 – Candidate Quality, Standard 5 – Quality Assurance Plan to Monitor Candidate Achievement.)**

## **2.Capstone Assignments for EDSN 665, 667, and 606**

The three key assessments for 665, 667 and 606 are accomplished during the beginning and midpoint of the program. The two practicums accomplished during final year of the program, contain multiple assessment points. All assessments allow for faculty to determine if students are progressing successfully. Since 665 teaches basic concepts, it is important to assess the mastery of the subject matter at the beginning of the program. Successful mastery of 665 coursework allows candidates to take 667 where an additional important assessment is given. The mastery of these two courses combined with 9 credits of additional course work gives the student the foundational knowledge to begin the practicums.

**665 – Literature Review/Lesson Plan** – Students research current, peer-reviewed journal articles for two comprehension strategies, and provide a summary, critical evaluation, and implications for teaching and learning. One of the strategies researched must be used to create a lesson plan, provide direct instruction, and demonstrate deep understanding of the instructional approach. **(CAEP Advanced Program Standard 1 - Content and Pedagogical Knowledge, Standard 3 – Candidate Quality, Standard 5 – Quality Assurance Plan to Monitor Candidate Achievement.)**

**667 – Case Study** – Students complete 20 hours of work with a child with a struggling reader and writer in a school setting. They complete a comprehensive case study including background information, reason for referral, pre and post test data analysis, and recommendations for future instruction. **(CAEP Advanced Standard 1 – Content and Pedagogical Knowledge, Standard 2 – Clinical Partnerships and Practice Preparing Candidates to Work with Diverse Supervisors, Peers, and Students, Standard 3 – Candidate Quality, Standard 5 – Quality Assurance Plan to Monitor Candidate Achievement.)**

**606–Project: Effective Implementation of Literacy for Intermediate and Secondary Students from Theory to Practice-** This assignment is intended to determine how well students have achieved the course objectives, including recognizing: factors that are impacting the acquisition of adolescent literacy, current adolescent literacy standards, the components of an effective adolescent literacy program: and instructional practices that have been deemed to be effective with adolescents. Students identify web based resources and organizations devoted to improving adolescent literacy. They apply these understandings by developing two lessons that are based on the aforementioned elements. Students will be able to identify credible sources for books, materials and strategies that are available to upper grade teachers; identify materials that reflect the needs and interests of adolescents; develop instructional activities consistent with the components of an effective adolescent literacy program; and demonstrate that the outcomes established throughout the course have been mastered. **(CAEP Advanced Standard 1 – Content and Pedagogical Knowledge, Standard 3 – Candidate Quality, Standard 5 – Quality Assurance Plan to Monitor Candidate Achievement.)**

**3. Content Specialty Test (065) –** After completing 693, students take the Content Specialty Test is Literacy (New York State Teacher Certification Exam in Literacy) for certification as a literacy specialist, coach, or district coordinator. This performance indicators and expectations on this test include: Foundations of Language and Literacy Development; Foundations of Literacy Instruction and Assessment; Role of the Literacy Professional; Reading and Writing Foundational Skills; Text Complexity and Text Comprehension; Reading and Writing Different Types of Text; Language and Vocabulary Development; and Analysis, Synthesis, and Application. **(CAEP Advanced Standard 1 – Content and Pedagogical Knowledge, Standard 2 – Clinical Partnerships and Practice Preparing Candidates to Work with Diverse Supervisors, Peers, and Students, Standard 3 – Candidate Quality, Standard 5 – Quality Assurance Plan to Monitor Candidate Achievement.)**

#### **Measures of Success**

All candidates are expected to maintain a benchmark GPA of 3.0. When a candidate falls below the indicator, the program chairperson consults and counsels the candidate and, if necessary, in extraordinary instances, removes the candidate from the program.

#### **A Culture of Continuous Improvement**

In our ongoing effort to monitor and improve the program, we utilize two surveys and also on-line student course evaluations. The student course evaluation is given at the completion of each course. Responses are carefully analyzed and the information is used to improve the program. The exit survey is given at the completion of the second practicum. The exit survey responses enable us to determine specific and overall satisfaction of the entire literacy program, including instructors. The second survey, the alumni survey is sent within six months of graduation and responses to the survey enable us to determine what the students are doing professionally as well as where they are doing it and how well the program prepared them to teach Literacy. The two surveys were developed by a committee of the Literacy Faculty.

## Appendix B

### Rubrics 692/693

**CORRELATED WITH  
DANIELSON FRAMEWORK FOR TEACHING  
Circle Course: EDSN 692 693**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ SEMESTER \_\_\_\_\_  
FINAL GRADE \_\_\_\_\_

Correlation Note: The number of points given per section in the Case Study Rubric has been aligned to the Danielson Framework for Teaching (DFFT) Rubric. Therefore, the maximum number of points in each Case Study section based on the Case Study Rubric is equivalent to Highly Effective in the DFFT.

Section I- 0 points  
Teacher/Student Information

Section II – 5 points  
Reason for Referral/Observed Behavior/Behavior/Attitudes/Interests  
1b – Demonstrating Knowledge of Students

Section II Total Points _____	Ineffective in DFFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective 4 Case Study Points	Highly Effective in DFFT 5 Case Study Points
Reason for Referral/Observed Behavior/Attitudes/Interests	The teacher does not describe why the referral was made. The teacher does not describe the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher minimally describes why the referral was made. The teacher minimally describes the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher generally describes why the referral was made. In a minimum of two pages, the teacher generally describes the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher describes in detail why the referral was made. In a minimum of two pages, the teacher describes in detail the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.
Danielson 1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for students. The teacher also purposefully acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Section III – 5 points

Background Information  
1b – Demonstrating Knowledge of Students and Student's Family

#### 4c – Communicating with Families

Section III	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective in Danielson FFT 4 Case Study Points	Highly Effective in Danielson FFT 5 Case Study Points
Total Points _____				
Background Information	The teacher did not summarize information given by the student related to teaching the pupil and any appropriate relevant family information. The teacher does not include prior assessment scores and other pertinent information.	The teacher minimally summarized information given by the student related to teaching the pupil and any appropriate relevant information. The teacher does not include prior assessment scores and other pertinent information.	The teacher summarized information given by the student related to teaching the pupil and any appropriate relevant information. The teacher does not include prior assessment scores and other pertinent information.	The teacher summarized information given by the student related to teaching the pupil and any appropriate relevant family information. The teacher includes prior assessment scores and other pertinent information.
1b - Demonstrating Knowledge of Students and Student's Family	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for the student.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
4c - Communicating with the Family	The teacher provides little information about the instructional program to the family; the teacher's communication about the student's progress is minimal.	The teacher makes sporadic attempts to communicate with the family about the instructional program and about the progress of the student but does not attempt to engage the family in the instructional program.	The teacher provides frequent and appropriate information to the family about the instructional program and conveys information about the student's progress in a culturally sensitive manner. The teacher makes some attempt to engage the family in the instructional program.	The teacher communicates frequently with the family in a culturally sensitive manner, with the student contributing to the communication. The teacher responds to the family concerns with professional and cultural sensitivity. The teacher's efforts to engage the family in the instructional program are frequent and successful.

#### Section IV – 5 points

Summary of Pre-Assessment Results

1c – Setting Instructional Outcomes

1f – Designing Student Assessments

Section IV	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective in Danielson FFT 4 Case Study Points	Highly Effective in Danielson FFT 5 Case Study Points
Total Points _____				
Summary of Pre-Assessment Results	The teacher does not create a chart with 3 assessments of the pre-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section IV.	The teacher creates a chart with less than 3 assessments of the pre-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section IV.	The teacher creates a chart with 3 assessments of the pre-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section IV.	The teacher creates a chart with more than 3 assessments of the pre-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section IV.
1c- Setting Instructional Outcomes	The outcomes represent low expectations for students and lack	Outcomes represent moderately high expectations and rigor. Some	Most outcomes represent rigorous and important learning in the	All outcomes represent high-level learning in the discipline. They are

	of rigor, and not these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand.	reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.	discipline and are somewhat clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and integration.	clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.
1f – Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for the student. Assessment criteria and standards are not clear. The teacher has a developed strategy for using formative assessment and has designed approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

#### Section V – 10 points

Analysis and Diagnosis of Pre-Assessments

1b – Demonstrating Knowledge of Students

3d – Using Assessment in Instruction

Section V	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 5 Case Study Points	Effective in Danielson FFT 8 Case Study Points	Highly Effective in Danielson FFT 10 Case Study Points
Total Points _____				
Analysis and Diagnosis of Pre-Assessments	The teacher does not identify three areas of strength and three areas of weakness exhibited by the student. The teacher does not directly align how the data collected was used to design lesson plan objectives	The teacher identifies less than three areas of strength and three areas of weakness exhibited by the student. The teacher does not directly align how the data collected was used to design lesson plan objectives.	The teacher identifies three areas of strength and three areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.	The teacher identifies more than three areas of strength and three or more areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.
1b – Demonstrating Knowledge of Students	The teacher displays minimal understanding of how the student learns and little knowledge of varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how the student learns and the varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not apply this knowledge to the student.	The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher acquires knowledge from the student about the student's varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher sometimes applies this knowledge to the student.	The teacher understands the active nature of student learning and acquires information about levels of development for the student. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage.
3d – Using Assessments in Instruction	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student learning; feedback is	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning. Questions and	The student appears to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions and	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be aware of, and

	absent or of poor quality. The students do not engage in self-assessment.	assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
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#### Section VI – 25 points

##### Action Plan

1a – Demonstrating Knowledge of Content and Pedagogy

1c – Setting Instructional Outcomes

1e – Designing Coherent Instruction

3d – Using Assessment in Instruction

Section VI  Total Points _____	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 15 Case Study Points	Effective in Danielson FFT 20 Case Study Points	Highly Effective in Danielson FFT 25 Case Study Points
Action Plan	The teacher does not directly align how the data collected will be used to design lesson plan objectives.	The teacher minimally aligns how the data collected will be used to design lesson plan objectives.	The teacher generally aligns how the data collected will be used to design lesson plan objectives.	The teacher consistently directly aligns how the data collected will be used to design lesson plan objectives.
1a – Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1c – Setting Instructional Outcomes	The outcomes represent low expectations for the student and lack of rigor, and these outcomes do not reflect important learning in Literacy. They are stated as student activities, rather than as outcomes for learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in Literacy and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in Literacy and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in Literacy. They are clear, are written in the form of the student learning, and permit viable methods of assessment.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional	Some of the learning activities and materials are aligned with the	Most of the learning activities are aligned with the instructional	The sequence of learning activities follows a coherent sequence. is

	outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
3d – Using Assessment in Instruction	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The student does not engage in self-assessment.	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	The student appears to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self-assessment at times.	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback, from both teacher is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.

#### Section VII – 10 points

##### Summary of Pre-and Post-Assessments

##### 1e – Designing Coherent Instruction

##### 1f – Designing Instructional Outcomes

Section VII  Total Points _____	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 5 Case Study Points	Effective in Danielson FFT 8 Case Study Points	Highly Effective in Danielson FFT 10 Case Study Points
Summary of Pre-and Post-Assessments	The teacher does not create a chart comparing the results of 3 pre-assessments and 3 post assessments. The teacher does not use the same pre-and post-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section VII.	The teacher creates a chart comparing the results of less than 3 pre-assessments and a less than 3 post assessments. The teacher uses the same pre-and post-assessments. The teacher writes a poor summary of data collected. The teacher places all test protocols in Section VII.	The teacher creates a chart comparing the results 3 pre-assessments and 3 post assessments. The teacher uses the same pre-and post-assessments. The teacher does not write a summary of data collected. The teacher places all test protocols in Section VII.	The teacher creates a chart comparing the results of more than 3 pre-assessments and more than 3 post assessments. The teacher uses the same pre-and post-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section VII.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
1f – Designing Instructional Outcomes	Assessment procedures are not congruent with instructional outcomes and lack criteria by which	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and	All the instructional outcomes may be assessed by the proposed assessment plan; assessment	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria



	student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	methodologies may have been adapted for the student. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed approaches to be used.	for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
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#### Section VIII – 5 points

#### Analysis and Diagnosis of Pre-and Post-Assessments

#### 1c – Setting Instructional Outcomes

#### 3e – Demonstrating Flexibility and Responsiveness

Section VIII  Total Points	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective in Danielson FFT 4 Case Study Points	Highly Effective in Danielson FFT 5 Case Study Points
Analysis and Diagnosis of Pre-and Post-Assessments	The teacher does not discuss the results indicating areas of strength and areas of weakness exhibited by the student. The teacher does not align how the data collected was used to design lesson plan objectives.	The teacher minimally discusses the results indicating less than three areas of strength and less than three areas of weakness exhibited by the student. The teacher aligns how the data collected was used to design lesson plan objectives.	The teacher generally discusses the results indicating three areas of strength and three areas of weakness exhibited by the student. The teacher aligns how the data collected was used to design lesson plan objectives.	The teacher discusses in detail the results indicating more than three areas of strength and more than three areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.
1c – Setting Instructional Outcomes	The outcomes represent low expectations for the student and lack of rigor, and these outcomes do not reflect important learning in Literacy. They are stated as student activities, rather than as outcomes for learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in Literacy and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in Literacy and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in Literacy. They are clear, are written in the form of the student learning, and permit viable methods of assessment.
3e – Demonstrating Flexibility and Responsiveness	The teacher ignores the student's questions; when the student has difficulty learning, the teacher blames the student or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when the student does not understand the content.	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for the student.

#### Section IX – 5 points

1b – Demonstrating Knowledge of Students  
 1e – Designing Coherent Instruction  
 3d – Using Assessment in Instruction  
 3e – Demonstrating Flexibility and Responsiveness

Section IX  Total Points _____	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective in Danielson FFT 4 Case Study Points	Highly Effective in Danielson FFT 5 Case Study Points
Anecdotal Logs	The anecdotal logs are not dated and not filled out completely for each tutorial session.	Few of the anecdotal logs are dated and filled out completely for each tutorial session.	Several of the anecdotal logs are dated and filled out completely for each tutorial session.	All the anecdotal logs are dated and filled out completely for each tutorial session.
1b - Demonstrating Knowledge of Students	The teacher displays minimal understanding of how the student learns and little knowledge of varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how the student learns and the varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not apply this knowledge to the student.	The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher acquire knowledge from the student about the student's varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher sometimes applies this knowledge to the student.	The teacher understands the active nature of student learning and acquires information about levels of development for the student. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
3d - Using Assessment in Instruction	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The students do not engage in self- or peer assessment.	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	The students appear to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback, from both teacher is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
3e – Demonstrating Flexibility and Responsiveness	The teacher ignores the student's questions; when the student has difficulty learning, the teacher blames the student or their home environment for their lack of success. The teacher makes no	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings.

	attempt to adjust the lesson even when the student does not understand the content.		difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for the student.
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#### Section X – 30 points

Lesson Plans and Recommendations only for Practicum 693

1c - Setting Instructional Outcomes

1e – Designing Coherent Instruction

3a - Communicating with the Student

3b - Using Questioning and Discussion Techniques

3c- Engaging Students in Learning

3d – Using Assessment in Instruction

3e – Demonstrating Flexibility and Responsiveness

4c – Communicating with Families

Section X  Total Points _____	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 10 Case Study Points	Effective in Danielson FFT 20 Case Study Points	Highly Effective in Danielson FFT 30 Case Study Points
Lesson Plans	The teacher has not included 4 lesson plans with 2 lesson plans from assignment #2 and 2 lesson plans given to the Advisor as well as 4 dated samples of student's work which include work from the beginning, mid-point and end of semester. The teacher has not included 1 of the 4 lesson plans and 1 dated sample of student's work if a second student was tutored. The teacher has not included all signed time sheets.	The teacher has included less than 4 lesson plans with 2 from assignment #2 and 2 lesson plans given to the Advisor as well as 4 dated samples of student's work which includes work from the beginning, mid-point and end of semester. The teacher has not included 1 of the 4 lesson plans and 1 dated sample of student's work if a second student was tutored. The teacher has not included all signed time sheets.	The teacher has included less than 4 lesson plans with 2 from assignment #2 and 2 lesson plans given to the Advisor as well as 4 dated samples of student's work which does not include work from the beginning, mid-point and end of semester. The teacher has included 1 of the 4 lesson plans and 1 dated sample of student's work if a second student was tutored. The teacher has included all signed time sheets.	The teacher has included 4 lesson plans with 2 from assignment #2. 2 lesson plans were given to the Advisor as well as 4 dated samples of student's work which include work from the beginning, mid-point and end of semester. The teacher has included 1 of the 4 lesson plans and 1 dated sample of student's work if a second student was tutored. The teacher has included all signed time sheets.
Recommendations	The teacher does not suggest recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to	The teacher suggests few recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to	The teacher suggests recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to	The teacher suggests recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher also suggests

	parents for supporting Literacy in the home.	parents for supporting Literacy in the home.	parents for supporting Literacy in the home.	recommendations to parents for supporting Literacy in the home.
1c – Setting Instructional Outcomes	The outcomes represent low expectations for the student and lack of rigor, and these outcomes do not reflect important learning in Literacy. They are stated as student activities, rather than as outcomes for learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in Literacy and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in Literacy and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in Literacy. They are clear, are written in the form of the student learning, and permit viable methods of assessment.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
3a – Communicating with the Student	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite the student to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the student’s age or background. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies the student can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to the student’s age and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with the student’s interests. The student contributes to extending the content by explaining concepts and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend the student’s vocabulary, both within the discipline and for more general use. The student contributes to the correct use of academic vocabulary.
3b – Using Questioning and Discussion Techniques	The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and the student is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking the student to explain their reasoning.	The teacher’s questions lead the student through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage the student in thinking. The teacher attempts to engage the student in the discussion with uneven results.	While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion providing adequate time for the student to respond and stepping aside when doing so is appropriate. The teacher challenges the student to justify their thinking and successfully engages the student in the discussion, employing a range of strategies to ensure that the student is heard.	The teacher uses a variety or series of questions or prompts to challenge the student cognitively, advance high-level thinking and discourse, and promote metacognition. The student formulates many questions, initiates topics. The student’s voice is heard in the discussion.

3c – Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by the student and little opportunity for the student to explain their thinking, allowing the student to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the student the time needed to be intellectually engaged.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge the student's thinking, inviting the student to make thinking visible. This technique results in active intellectual engagement by the student with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing the student time needed to be intellectually engaged.	The student is intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by the student. The teacher provides suitable scaffolding and challenges the student to explain their thinking. There is evidence of some student initiation of inquiry and the student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides the student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d – Using Assessment in Instruction	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The students do not engage in self-assessment.	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	The student appears to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
3e – Demonstrating Flexibility and Responsiveness	The teacher ignores the student's questions; when the student has difficulty learning, the teacher blames the student or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when the student does not understand the content.	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for the student.
4c – Communicating with Families	The teacher provides little information about the instructional program to the family; the teacher's communication about the student's progress is minimal.	The teacher makes sporadic attempts to communicate with the family about the instructional program and about the progress of the student but does not attempt to engage the family in the instructional program.	The teacher provides frequent and appropriate information to the family about the instructional program and conveys information about the student's progress in a culturally sensitive manner. The teacher makes some attempt to engage the family in the instructional program.	The teacher communicates frequently with the family in a culturally sensitive manner, with the student contributing to the communication. The teacher responds to the family concerns with professional and cultural sensitivity. The teacher's efforts to engage the family in the

				instructional program are frequent and successful.
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Section XI – 0 points

Completed Work

Timesheets

Section XI	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 0 Case Study Points	Effective in Danielson FFT 0 Case Study Points	Highly Effective in Danielson FFT 0 Case Study Points
Total Points <u>0</u>				
Completed Work	Completed work is not uploaded in one document.	Some completed work is uploaded in one document.	Most completed work is uploaded in one document.	All completed work is not uploaded in one document.
Timesheets	Timesheets have not been submitted.	Some timesheets have been submitted.	Most timesheets have been submitted.	All timesheets have been submitted.

Total Points \_\_\_\_\_

Practicum Advisor's Signature \_\_\_\_\_

**Practicum Advisors' Rubrics for Written and Observed Lesson Plans**

Adviser's Rubric for Observed Lesson Plans – 5 Points Total

<u>Domain 1</u> <u>Planning and</u> <u>Preparation</u>	<u>Developing in</u> <u>Danielson FFT</u>	<u>Effective in</u> <u>Danielson FFT</u>	<u>Highly</u> <u>Effective in</u> <u>Danielson FFT</u>	<u>Comments</u>
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. (0)	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. (.5)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. (1)	

1e: Designing Coherent Instruction	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. (0)	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. (.5)	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. (1)	
<u>Domain 3: Instruction</u>				
3b: Using Questioning and Discussion Techniques	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. (0)	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. (.5)	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition . (1)	
3c: Engaging Students in Learning	The learning tasks and activities are partially aligned with	The learning tasks and activities are fully aligned with the	Virtually all students are intellectually engaged in challenging	

	the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. (0)	instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. (.5)	content through well-designed learning tasks and activities that require complex thinking by students. (1)	
3e: Demonstrating Flexibility and Responsiveness	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. (0)	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has difficulty learning. (.5)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings. (1)	



Touro Student Name: \_\_\_\_\_

Touro Adviser's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Course: \_\_\_\_\_

I have reviewed and received feedback based on the Adviser's Rubric for Lesson Plans from my Touro Adviser.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Adviser's Rubric for Written Lesson Plans – 5 Points Total

<u>Domain 1</u> <u>Planning and</u> <u>Preparation</u>	<u>Developing in</u> <u>Danielson FFT</u>	<u>Effective in</u> <u>Danielson FFT</u>	<u>Highly</u> <u>Effective in</u> <u>Danielson FFT</u>	<u>Comments</u>
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. (0)	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. (.5)	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. (1)	
1c: Setting Instructional Outcomes	Outcomes represent moderately high expectations and rigor. (0)	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable	

		learning, and suggest viable methods of assessment (.5)	methods of assessment. (1)	
1d: Demonstrating Knowledge of Resources	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. (0)	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. (.5)	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. (1)	
1e: Designing Coherent Instruction	Some of the learning activities and materials are aligned with the instructional	Most of the learning activities are aligned with the instructional outcomes and	The sequence of learning activities follows a coherent sequence, is aligned to	

	outcomes and represent moderate cognitive challenge. (0)	follow an organized progression suitable to the student. (.5)	instructional goals, and is designed to engage the student in high-level cognitive activity. (1)	
<u>Domain 3:</u> <u>Instruction</u>				
3e: Demonstrating Flexibility and Responsiveness	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. (0)	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has difficulty learning. (.5)	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings. (1)	

Touro Student Name: \_\_\_\_\_

Touro Adviser's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Course: \_\_\_\_\_

I have reviewed and received feedback based on the Advisor's Rubric for Lesson Plans from my Touro Adviser.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Rubrics for  
665  
987123**

**TOURO RUBRIC for EDSN 665  
BASIC READING INSTRUCTION GRADES 1-6  
CORRELATED WITH DANIELSON FRAMEWORK**

Correlation Note: The Key Assignment has been aligned to the Danielson Framework for Teaching (DFFT) Rubric.

Key Assignment	Ineffective in Danielson FFFT 0 Points	Developing in Danielson FFT 10 Points	Effective in Danielson FFT 15 Points	Highly Effective in Danielson FFT 20 Points
<b>Content of Literature Review</b>  Total Points _____	Literature Review does not present research and knowledge of teaching two comprehension strategies. Implications of the Literature Review not indicated.	Literature Review is vague in demonstrating research and knowledge of teaching two comprehension strategies. Implications of the Literature Review not indicated.	Literature Review somewhat demonstrates research and knowledge of teaching two comprehension strategies. Implications of the Literature Review indicated.	Literature Review demonstrates thorough and extensive research and knowledge of two comprehension strategies. Implications of the Literature Review indicated.

1a – Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning,	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student
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	understanding of the range of pedagogical approaches suitable to student learning of the content.	although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<b>Research for Literature Review</b> Total Points _____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 10 Points	Highly Effective in Danielson FFT 15 Points
	Peer-reviewed journal articles are not evident.	Articles selected are not peer-reviewed journal articles. Articles are directly aligned to the two comprehension strategies chosen. Articles chosen were written in the last seven years.	Less than five peer-reviewed journal articles are selected and aligned to the two comprehension strategies chosen. Articles chosen were written in the last seven years.	Five or more peer-reviewed journal articles selected are directly aligned to the two comprehension strategies chosen. All peer-reviewed journal articles were written in the last seven years.
4e – Engaging in Professional Development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development.

<b>Citations/Bibliography for Literature Review</b> Total Points _____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 10 Points	Highly Effective in Danielson FFT 15 Points
	Citations and bibliography are not evident.	Citations are not indicated in the body of the paper. The bibliography is evident using APA format and style (6 <sup>th</sup> Ed.).	Several citations are indicated in the body of the paper. The bibliography is evident using APA format and style (6 <sup>th</sup> Ed.).	Citations are correctly indicated in the body of the paper. The bibliography is evident and accurate using APA format and style (6 <sup>th</sup> Ed.).
4e – Engaging in Professional Development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development.
<b>Lesson Plans</b>	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 8 Points	Highly Effective in Danielson FFT 10 Points
<b>Content of Lesson Plans</b> Total Points _____	The two lesson plans do not demonstrate knowledge of the two comprehension strategies chosen.	The two lesson plans demonstrate little knowledge of the two comprehension strategies chosen.	The two lesson plans demonstrate some understanding of the two comprehension strategies chosen.	The two lesson plans demonstrate deep, extensive knowledge of teaching the two comprehension strategies chosen.
1a – Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts	The teacher displays solid knowledge of the important concepts in the discipline and how these	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of

	prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<b>Outcomes</b> Total Points ____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 8 Points	Highly Effective in Danielson FFT 10 Points
	Outcomes represent low-levels of achievement that are not written clearly as student objectives.	Outcomes represent moderately high-levels of achievement that are not written clearly as student objectives.	Most outcomes represent somewhat high-levels of achievement and are written clearly as student objectives.	All outcomes represent high-levels of achievement that are written clearly as student objectives.
1c- Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and	Most outcomes represent rigorous and important learning in the discipline and are somewhat clear, are written in the form of student learning, and	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.

	reflect only one type of learning and only one discipline or strand.	activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.	suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and integration.	
<b>Coherent Instruction</b> Total Points ____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 8 Points	Highly Effective in Danielson FFT 10 Points
	The sequence of the learning activities is not engaging and do not encourage high-level, critical thinking.	The sequence of the learning activities is somewhat engaging and encourage low-level thinking.	The sequence of the learning activities is moderately engaging and encourage high-level, critical thinking	The sequence of the learning activities is engaging and encourage high-level, critical thinking.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the students in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
<b>Assessments</b> Total Points ____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT 10 Points



		5 Points	8 Points	
	There is no clear, defined plan to assess students' work. Students are not aware of the formative assessment process.	There is a vague defined plan to assess students' work with few students aware of the formative assessment process.	There is a somewhat clear, defined plan to assess students' work with some students aware of the formative assessment process.	There is a clear, defined plan to assess students' work with all students aware of the formative assessment process.
1f – Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which students' performances will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for the student. Assessment criteria and standards are not clear. The teacher has a developed strategy for using formative assessment and has designed approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing students' work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

<b>Engagement</b> Total Points ____	Ineffective in Danielson FFT 0 Points	Developing in Danielson FFT 5 Points	Effective in Danielson FFT 8 Points	Highly Effective in Danielson FFT 10 Points
	The students are not engaged in low-level tasks	The students are engaged in	The students are somewhat	The students are engaged in higher-order tasks and activities with

	and activities. Differentiation and scaffolding is not given to students. There is no time provided to reflect on the objectives of the lesson.	moderately higher-order tasks and activities with differentiation and scaffolding given as needed. Students are not always provided time to reflect on the objectives of the lesson.	engaged in higher-order tasks and activities with some differentiation and scaffolding given as needed. Students are provided time to reflect on the objectives of the lesson.	differentiation and scaffolding given as needed. Students are provided time to reflect on the objectives of the lesson.
3c – Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by the student and little opportunity for the student to explain their thinking, allowing the student to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the student the time needed to be intellectually engaged.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge the student's thinking, inviting the student to make thinking visible. This technique results in active intellectual engagement by the student with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined	The students are intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by the student. The teacher provides suitable scaffolding and challenges the student to explain their thinking. There is evidence of some student's initiation of inquiry and the student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides the students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

			structure, and the pacing of the lesson is appropriate, providing the student time needed to be intellectually engaged.	
				<b>Total Points for Lesson Plans</b> (25 points for each lesson plan, out of total of 50 points)

**Rubric for 667**

**CASE STUDY RUBRIC EDDN 667  
CORRELATED WITH DANIELSON FRAMEWORK FOR TEACHING**

Student \_\_\_\_\_

Date \_\_\_\_\_

Semester \_\_\_\_\_

Case Study Final Grade \_\_\_\_\_

Correlation Note: The number of points given per section in the Case Study Rubric has been aligned to the Danielson Framework for Teaching (DFFT) Rubric. Therefore, the maximum number of points in each Case Study section based on the Case Study Rubric is equivalent to Highly Effective in the DFFT.

**Teacher/Student Information:** Child's first name or initials, grade. Age, Touro student's name, Adviser, dates of testing - 0 points

Section I – 5 points

Reason for Referral/Attitudes and Interests (reading and writing)/Observed behavior

1b – Demonstrating Knowledge of Students

Section I	Ineffective in DFFT	Developing in Danielson FFT	Effective in DFFT	Highly Effective in DFFT
Total Points _____	0 Case Study Points	3 Case Study Points	4 Case Study Points	5 Case Study Points

Reason for Referral/Observed Behavior/Attitudes/Interests	The teacher does not describe why the referral was made. The teacher does not describe the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher minimally describes why the referral was made. The teacher minimally describes the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher generally describes why the referral was made. In a minimum of two pages, the teacher generally describes the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.	The teacher describes in detail why the referral was made. In a minimum of two pages, the teacher describes in detail the student's observed behavior during diagnostic and instructional sessions and the student's attitudes/interests in reading and writing.
Danielson 1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for students. The teacher also purposefully acquires knowledge from several sources about the student's varied approaches to learning, knowledge and	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

skills, special  
needs.

Section II-5 points

Background Information

1b – Demonstrating Knowledge of Students

4c-Communicating with Families

Section II Total Points	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 3 Case Study Points	Effective in Danielson FFT 4 Case Study Points	Highly Effective in Danielson FFT 5 Case Study Points
Background Information	The teacher did not summarize information given by the student related to teaching the pupil and any appropriate relevant family information. The teacher does not include prior assessment scores and other pertinent information.	The teacher minimally summarized information given by the student related to teaching the pupil and any appropriate relevant information. The teacher does not include prior assessment scores and other pertinent information.	The teacher summarized information given by the student related to teaching the pupil and any appropriate relevant information. The teacher does not include prior assessment scores and other pertinent information.	The teacher summarized information given by the student related to teaching the pupil and any appropriate relevant family information. The teacher includes prior assessment scores and other pertinent information.
1b - Demonstrating Knowledge of Students and Student's Family	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs,	The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher also purposefully	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual

	cultural heritages and does not indicate that such knowledge is valuable.	and interests and cultural heritages.	acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs.	students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
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### Section III – 10 points

#### Summary of Pre-Assessment Results

#### 1c – Setting Instructional Outcomes

#### 1f – Designing Student Assessments

	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 5 Case Study Points	Effective in Danielson FFT 8 Case Study Points	Highly Effective in Danielson FFT 10 Case Study Points
	The teacher does not create a chart with 3 pre-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section III.	The teacher creates a chart with less than 3 pre-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section III.	The teacher creates a chart of 3 pre-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section III.	The teacher creates a chart with more than 3 pre-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section III.
	The outcomes represent low expectations for students and lack of rigor, and not these outcomes reflect important learning in the discipline.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a	Most outcomes represent rigorous and important learning in the discipline and are somewhat clear, are written in the form of student learning,	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several

	They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand.	combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.	and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and integration.	different types of learning and, where appropriate, represent both coordination and integration.
	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for the student. Assessment criteria and standards are not clear. The teacher has a developed strategy for using formative assessment and has designed approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

#### Section IV – 20 points

Analysis and Diagnosis of Pre-Assessments

1b – Demonstrating Knowledge of Students

3d – Using Assessment in Instruction

Section IV  Total Points ____	Ineffective in Danielson FFT 0 Case Study Points	Developing in Danielson FFT 12 Case Study Points	Effective in Danielson FFT 15 Case Study Points	Highly Effective in Danielson FFT 20 Case Study Points
Analysis and Diagnosis of Pre- Assessments	The teacher does not identify three areas of strength and three areas of weakness exhibited by the student. The teacher does not directly align how the data collected was used to design lesson plan objectives	The teacher identifies less than three areas of strength and three areas of weakness exhibited by the student. The teacher does not directly align how the data collected was used to design lesson plan objectives.	The teacher identifies at least three areas of strength and three areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.	The teacher identifies three or more areas of strength and more than 3 areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.
1b – Demonstrating Knowledge of Students	The teacher displays minimal understanding of how the student learns and little knowledge of varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not indicate that	The teacher displays generally accurate knowledge of how the student learns and the varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage. The teacher does not apply this	The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher purposefully acquires knowledge from the student about the student's	The teacher understands the active nature of student learning and acquires information about levels of development for the student. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage



	such knowledge is valuable.	knowledge to the student.	varied approaches to learning, knowledge and skills, special needs, interests and cultural heritage.	
3d – Using Assessments in Instruction	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The students do not engage in self-assessment.	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	The student appears to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.

#### Section V– 20 points

Action Plan (Instruction Provided/Reflections)

1a – Demonstrating Knowledge of Content and Pedagogy

1c – Setting Instructional Outcomes

1e – Designing Coherent Instruction

### 3d – Using Assessment in Instruction

Section V  Total Points _____	Ineffective in Danielson FFT  0 Case Study Points	Developing in Danielson FFT  12 Case Study Points	Effective in Danielson FFT  15 Case Study Points	Highly Effective in Danielson FFT  20 Case Study Points
Action Plan	The teacher does not directly align how the data collected will be used to design lesson plan objectives.	The teacher minimally aligns how the data collected will be used to design lesson plan objectives.	The teacher generally aligns how the data collected will be used to design lesson plan objectives.	The teacher consistently directly aligns how the data collected will be used to design lesson plan objectives.
1a – Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to

	learning of the content.	discipline or to the students		anticipate student misconceptions.
1c – Setting Instructional Outcomes	The outcomes represent low expectations for the student and lack of rigor, and these outcomes do not reflect important learning in Literacy. They are stated as student activities, rather than as outcomes for learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in Literacy and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in Literacy and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in Literacy. They are clear, are written in the form of the student learning, and permit viable methods of assessment.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
3d – Using Assessment in Instruction	The student does not appear to be aware of the assessment criteria,	The student appears to be only partially aware of the assessment	The student appears to be aware of the assessment criteria,	Assessment is fully integrated into instruction, through extensive use of formative assessment. The

	and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The student does not engage in self-assessment.	criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback, from both teacher is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
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#### Section VI – 10 points

Summary of Pre-and Post-Assessments

1e – Designing Coherent Instruction

1f – Designing Instructional Outcomes

Section VI	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
Total Points ____	0 Case Study Points	5 Case Study Points	8 Case Study Points	10 Case Study Points
Summary of Pre-and Post-Assessments	The teacher does not create a chart comparing the results of a minimum of 3 pre-assessments and a	The teacher creates a chart comparing the results of less than 3 pre-assessments and a minimum of 3 post	The teacher creates a chart comparing the results of 3 pre-assessments and a minimum of 3 post assessments. The	The teacher creates a chart comparing the results of 3 or more pre-assessments and more than 3 post assessments. The teacher uses the

	minimum of 3 post assessments. The teacher does not use the same pre-and post-assessments. The teacher does not write a summary of data collected. The teacher does not place all test protocols in Section VII.	assessments. The teacher uses the same pre-and post-assessments. The teacher writes a poor summary of data collected. The teacher places all test protocols in Section VII.	teacher uses the same pre-and post-assessments. The teacher does not write a summary of data collected. The teacher places all test protocols in Section VII.	same pre-and post-assessments. The teacher writes a summary of data collected. The teacher places all test protocols in Section VII.
1e – Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage the student in active intellectual activity, and have unrealistic time allocations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations and they represent significant cognitive challenge.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage the student in high-level cognitive activity.
1f – Designing Instructional Outcomes	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of

	performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	have been adapted for the student. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed approaches to be used.	student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
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#### Section VII– 10 points

##### Analysis and Diagnosis of Pre-and Post-Assessments

##### 1c – Setting Instructional Outcomes

##### 3e – Demonstrating Flexibility and Responsiveness

Section VII  Total Points ____	Ineffective in Danielson FFT  0 Case Study Points	Developing in Danielson FFT  5 Case Study Points	Effective in Danielson FFT  8 Case Study Points	Highly Effective in Danielson FFT  10 Case Study Points
Analysis and Diagnosis of Pre-and Post-Assessments	The teacher does not discuss the results indicating at least three areas of strength and three areas of weakness exhibited by the student. The teacher does not align how the data collected was used to design lesson plan objectives.	The teacher discusses the results in a vague, general manner indicating at least three areas of strength and three areas of weakness exhibited by the student. The teacher aligns how the data collected was used to design	The teacher discusses the results in a general manner with a few details indicating at least three areas of strength and three areas of weakness exhibited by the student. The teacher aligns how the data collected was used to design	The teacher discusses in detail the results indicating more than 3 areas of strength and more than 3 areas of weakness exhibited by the student. The teacher directly aligns how the data collected was used to design lesson plan objectives.

		lesson plan objectives.	lesson plan objectives.	
1c – Setting Instructional Outcomes	The outcomes represent low expectations for the student and lack of rigor, and these outcomes do not reflect important learning in Literacy. They are stated as student activities, rather than as outcomes for learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in Literacy and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in Literacy and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in Literacy. They are clear, are written in the form of the student learning, and permit viable methods of assessment.
3e – Demonstrating Flexibility and Responsiveness	The teacher ignores the student's questions; when the student has difficulty learning, the teacher blames the student or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when the student does not understand the content.	The teacher accepts responsibility for the success of the student but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the student who has difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address the student's misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for the student.

Section VIII – 20 points

Recommendations

3d – Using Assessment in Instruction

4c – Communicating with Families

Section VIII  Total Points _____	Ineffective in Danielson FFT  0 Case Study Points	Developing in Danielson FFT  12 Case Study Points	Effective in Danielson FFT  15 Case Study Points	Highly Effective in Danielson FFT  20 Case Study Points
Recommendations	The teacher does not suggest recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to parents for supporting Literacy in the home.	The teacher suggests few recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to parents for supporting Literacy in the home.	The teacher suggests two to three recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not suggest recommendations to parents for supporting Literacy in the home.	The teacher suggests more than three recommendations to the teacher such as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher also suggests recommendations to parents for supporting Literacy in the home.
3d – Using Assessment in Instruction	The student does not appear to be aware of the assessment criteria,	The student appears to be only partially aware of the assessment	The student appears to be aware of the assessment criteria,	Assessment is fully integrated into instruction, through extensive use of



	and there is little or no monitoring of the student learning; feedback is absent or of poor quality. The students do not engage in self-assessment.	criteria, and the teacher monitors the student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess their own work.	and the teacher monitors student learning for the student. Questions and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self- assessment at times.	formative assessment. The student appears to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
4c – Communicating with Families	The teacher provides little information about the instructional program to the family; the teacher's communication about the student's progress is minimal.	The teacher makes sporadic attempts to communicate with the family about the instructional program and about the progress of the student but does not attempt to engage the family in the instructional program.	The teacher provides frequent and appropriate information to the family about the instructional program and conveys information about the student's progress in a culturally sensitive manner. The teacher makes some attempt to engage the family	The teacher communicates frequently with the family in a culturally sensitive manner, with the student contributing to the communication. The teacher responds to the family concerns with professional and cultural sensitivity. The teacher's efforts to engage the family in the instructional program are frequent and successful.

			in the instructional program.	
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Total Case Study Points\_\_\_\_\_

**Rubric for 606**

**Capstone Project Rubric**

EDDN 606

Effective Implementation of Literacy for the Intermediate and Secondary Students

Instructor:

Student\_\_\_\_\_

Semester\_\_\_\_\_

Correlation Note: The Capstone Project has been aligned to the Danielson Framework for Teaching (DFFT) Rubric.

1b: Demonstrating Knowledge of Students

Capstone Assignment	Ineffective  0 Points	Developing  3 Points	Effective  4 Points	Highly Effective  5 Points
Identifies relevant components of effective adolescent literacy instruction (Final Project, Part 2)	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for students. The teacher also purposefully acquires knowledge from several sources about the student's varied approaches to learning,	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning,

			knowledge and skills, special needs.	knowledge and skills, special needs, and interests and cultural heritages.
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Subtotal\_\_\_\_\_

1b - Demonstrating Knowledge of Students

Utilizes effective literacy strategies to promote skills development (Final project, Parts 2,3 and 4)	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for students. The teacher also purposefully acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
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Subtotal \_\_\_\_\_

### 1c- Setting Instructional Outcomes

Describes clear, relevant, and measureable instructional objectives with provision for differentiated instruction (Final project, Parts 3, and 4)	The outcomes represent low expectations for students and lack of rigor, and not these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration.	Most outcomes represent rigorous and important learning in the discipline and are somewhat clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and integration.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.
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Subtotal\_\_\_\_\_

## 1f – Designing Student Assessments

Identifies methods to assess skills mastery (Final Project, Parts 3 and 4)	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for the student. Assessment criteria and standards are not clear. The teacher has a developed strategy for using formative assessment and has designed approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for the student as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
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Subtotal\_\_\_\_\_

### 3c – Engaging Students in Learning

Develops lesson plans congruent with effective adolescent literacy practices using engaging materials (Final Project, Parts 1,2, 3 and 4)	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by the student and little opportunity for the student to explain their thinking, allowing the student to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the student the time needed to be intellectually engaged.	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge the student's thinking, inviting the student to make thinking visible. This technique results in active intellectual engagement by the student with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing the student time needed to be intellectually engaged.	The student is intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by the student. The teacher provides suitable scaffolding and challenges the student to explain their thinking. There is evidence of some student initiation of inquiry and the student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides the student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
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Subtotal\_\_\_\_\_

### 3d – Using Assessment in Instruction

Develops lesson plans that provides methods to assess student understanding and skills development and	The student does not appear to be aware of the assessment criteria, and there is little or no monitoring of the student	The student appears to be only partially aware of the assessment criteria, and the teacher monitors the student learning.	The student appears to be aware of the assessment criteria, and the teacher monitors student learning for the student. Questions	Assessment is fully integrated into instruction, through extensive use of formative assessment. The student appears to be
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appropriate follow-up concurrent with needs Final Project, Parts 3, and 4)	learning; feedback is absent or of poor quality. The student does not engage in self-assessment.	Questions and assessments are rarely used to diagnose evidence of learning. Feedback to the student is general, and the student does not assess his/her own work.	and assessments are regularly used to diagnose evidence of learning. The teacher feedback to the student is accurate and specific; the student engages in self-assessment at times.	aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by the student. A variety of forms of feedback, from both teacher is accurate and specific and advances learning. The student self-assesses and monitors their own progress. The teacher successfully creates instruction to address any misunderstandings.
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\*Capstone Project Points \_\_\_\_\_

\*Points are converted to a 100 point scale

Final Score \_\_\_\_\_

Instructor Signature \_\_\_\_\_

Date\_\_\_\_\_

**Developed by Touro College, Graduate School of Education, New York, Advance Program Chair and Faculty 2017-2018**

## Appendix B

### TOURO COLLEGE Graduate School of Education Master of Science in Teaching Literacy

#### GRADUATE EXIT SURVEY

The faculty members of the Master of Science in Teaching Literacy program respectfully request that you complete a brief survey regarding your status as a literacy professional. Your input is critical, as your feedback assists us to evaluate and rethink ways to improve our coursework and fieldwork experiences. All responses are anonymous. Your timely response is greatly appreciated. We thank you for your cooperation and wish you continued success.

#### Current Employment Information

1. Position: \_\_\_\_\_

DOE NYC	_____
UFSD Nassau or Suffolk County	_____
Public School of other NYS county	_____
Public School outside NYS	_____
Private school	_____
Charter School	_____
Parochial School	_____
Private business	_____
Non-public agency	_____
Unemployed/ Leave	_____

#### NYS Teacher Certification Exam Information

2. New York State Content Specialty Test in Literacy(CST):

I do not plan to take the exam	_____
I have not taken the exam	_____
I have passed the exam	_____
I have failed the exam	_____
I plan to retake the exam	_____
I have taken the exam and I am awaiting the results	_____

**The following questions deal with certification as a Literacy Specialist/Coach:**

3. Upon obtaining your literacy degree, do you intend to apply for a position as a Literacy Specialist/Coach? Yes \_\_\_\_\_ No \_\_\_\_\_

**The Master of Science in Literacy Program Evaluation Items:  
(Indicate 1 - Strongly agree 2- Agree 3 - Somewhat agree 4 – Disagree)**

4. I feel qualified to use foundational knowledge to design and implement literacy curricula to meet the needs of learners. \_\_\_\_\_
5. I understand and select valid, reliable, fair, and appropriate formative and summative assessment tools to screen, diagnose and measure student literacy achievement and to inform instruction. \_\_\_\_\_
6. I can create a classroom climate that is respectful of diversity and teach in culturally responsive ways. \_\_\_\_\_
7. I have knowledge to implement a variety of digital technologies to enhance literacy instruction. \_\_\_\_\_
8. What suggestions do you have to improve the delivery of the online instructional experience?  
\_\_\_\_\_  
\_\_\_\_\_
9. Is there any other information that you would like to share with us about your experiences at Touro or since graduation?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Would you recommend the Master of Science in Teaching Literacy program?  
Why or why not?

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Survey Developed by Touro College, Graduate School of Education, New York, Advance Program Chair and Faculty 2016-2017