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.¹

<u>1. Practicum Case Studies</u>: 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**,

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.)

<u>3. Content Specialty Test (065)</u> – 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	Ineffective in DFFT	Developing in Danielson FFT	Effective	Highly Effective in DFFT
		3 Case Study Points		5 Case Study Points
Total Points	0 Case Study Points		4 Case Study Points	
Reason for Referral/Observed	The teacher does not describe why the	The teacher minimally describes	The teacher generally describes	The teacher describes in detail
Behavior/Attitudes/Interests	referral was made. The teacher does	why the referral was made. The	why the referral was made. In a	why the referral was made. In a
	not describe the student's observed	teacher minimally describes the	minimum of two pages, the	minimum of two pages, the
	behavior during diagnostic and	student's observed behavior	teacher generally describes the	teacher describes in detail the
	instructional sessions and the student's	during diagnostic and instructional	student's observed behavior	student's observed behavior
	attitudes/interests in reading and	sessions and the student's	during diagnostic and	during diagnostic and
	writing.	attitudes/interests in reading and	instructional sessions and the	instructional sessions and the
		writing.	student's attitudes/interests in	student's attitudes/interests in
			reading and writing.	reading and writing.
Danielson 1b: Demonstrating	The teacher displays minimal	The teacher displays generally	The teacher understands the	The teacher understands the
Knowledge of	understanding of how students learn—	accurate knowledge of how	active nature of student learning	active nature of student learning
Students	and little knowledge of their varied	students learn and of their varied	and attains information about	and acquires information about
	approaches to learning, knowledge and	approaches to learning, knowledge	levels of development for	levels of development for
	skills, special needs, and interests and	and skills, special needs, and	students. The teacher also	individual students. The teacher
	cultural heritages—and does not	interests and cultural heritages.	purposefully acquires knowledge	also systematically acquires
	indicate that such knowledge is		from several sources about the	knowledge from several sources
	valuable.		student's varied approaches to	about the student's varied
			learning, knowledge and skills,	approaches to learning,
			special needs.	knowledge and skills, special
				needs, and interests and cultural
				heritages.

Section III - 5 points

Background Information

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 displays minimal	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 displays generally	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 understands the active	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. The teacher understands the active
Students and Student's Family	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.	accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	nature of student learning and attains information about levels of development for the student.	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.

<u>Section IV – 5 points</u> 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	Outcomes represent moderately	Most outcomes represent rigorous	All outcomes represent high-level
	expectations for students and lack	high expectations and rigor. Some	and important learning in the	learning in the discipline. They are

	of rigor, and not these outcomes reflect important learning in the	reflect important learning in the discipline and consist of a	discipline and are somewhat clear, are written in the form of student	clear, are written in the form of student learning, and permit viable
	discipline. They are stated as student activities, rather than as	combination of outcomes and activities. Outcomes reflect several	learning, and suggest viable methods of assessment. Outcomes	methods of assessment. Outcomes reflect several different types of
	outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand.	types of learning, but teacher has made no effort at coordination or integration.	reflect several different types of learning and opportunities for coordination and integration.	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.

<u>Section V – 10 points</u> Analysis and Diagnosis of Pre-Assessments

1b – Demonstrating Knowledge of Students

3d – Using Assessment in Instruction

Section V	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
	0 Case Study Points	5 Case Study Points	8 Case Study Points	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 ctudent learning, footback 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. Ourstions and	Assessment is fully integrated into instruction, through extensive use of formative assessment. The

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.

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	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
	0 Case Study Points	15 Case Study Points	20 Case Study Points	25 Case Study Points
Total 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	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
	0 Case Study Points	5 Case Study Points	8 Case Study Points	10 Case Study Points
Total Points				
Summary of Pre-and Post-	The teacher does not create a chart	The teacher creates a chart	The teacher creates a chart	The teacher creates a chart
Assessments	comparing the results of 3 pre-	comparing the results of less than 3	comparing the results 3 pre-	comparing the results of more than
	assessments and 3 post	pre-assessments and a less than 3	assessments and 3 post	3 pre-assessments and more than 3
	assessments. The teacher does not	post assessments. The teacher uses	assessments. The teacher uses the	post assessments. The teacher uses
	use the same pre-and post-	the same pre-and post-assessments.	same pre-and post-assessments.	the same pre-and post-assessments.
	assessments. The teacher does not	The teacher writes a poor summary	The teacher does not write a	The teacher writes a summary of
	write a summary of data collected.	of data collected. The teacher	summary of data collected. The	data collected. The teacher places
	The teacher does not place all test	places all test protocols in Section	teacher places all test protocols in	all test protocols in Section VII.
	protocols in Section VII.	VII.	Section VII.	
1e – Designing Coherent Instruction	Learning activities are poorly	Some of the learning activities and	Most of the learning activities are	The sequence of learning activities
	aligned with the instructional	materials are aligned with the	aligned with the instructional	follows a coherent sequence, is
	outcomes, do not follow an	instructional outcomes and	outcomes and follow an organized	aligned to instructional goals, and is
	organized progression, are not	represent moderate cognitive	progression suitable to the student.	designed to engage the student in
	designed to engage the student in	challenge. The lesson has a	The learning activities have	high-level cognitive activity.
	active intellectual activity, and have	recognizable structure; but the	reasonable time allocations and	
	unrealistic time allocations.	progression of activities is uneven,	they represent significant cognitive	
		with only some reasonable time	challenge.	
		allocations.		
1f – Designing Instructional	Assessment procedures are not	Assessment procedures are partially	All the instructional outcomes may	All the instructional outcomes may
Outcomes	congruent with instructional	congruent with instructional	be assessed by the proposed	be assessed by the proposed
	outcomes and lack criteria by which	outcomes. Assessment criteria and	assessment plan: assessment	assessment plan, with clear criteria

assessment in the lesson or unit. assessment in the lesson or unit. assessment is rudimentary, including only some of the instructional outcomes. assessment and has developed strategy for using formative assessment and has designed approaches to be used. well as teacher use of the
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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	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
	0 Case Study Points	3 Case Study Points	4 Case Study Points	5 Case Study Points
Total 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	Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
	0 Case Study Points	3 Case Study Points	4 Case Study Points	5 Case Study Points
Total 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 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 po	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 inoffective	The teacher successfully accommodates the student's questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking appreaches for the student who has	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts an differentiates instruction to address the student's micunderstandings

attempt to adjust the lesson even	difficulty learning. If	impromptu Using an extensive repertoire of
when the student does not	measures are neede	d, the teacher instructional strategies and
understand the content.	makes a minor adjus	tment to the soliciting additional resources from
	lesson and does so s	moothly. the school or community, the
		teacher persists in seeking effective
		approaches for the student.

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

Ineffective in Danielson FFT	Developing in Danielson FFT	Effective in Danielson FFT	Highly Effective in Danielson FFT
0 Case Study Points	10 Case Study Points	20 Case Study Points	30 Case Study Points
The teacher has not included 4	The teacher has included less than 4	The teacher has included less than 4	The teacher has included 4 lesson
lesson plans with 2 lesson plans	lesson plans with 2 from assignment	lesson plans with 2 from assignment	plans with 2 from assignment #2. 2
from assignment #2 and 2 lesson	#2 and 2 lesson plans given to the	#2 and 2 lesson plans given to the	lesson plans were given to the
plans given to the Advisor as well as	Advisor as well as 4 dated samples	Advisor as well as 4 dated samples	Advisor as well as 4 dated samples
4 dated samples of student's work	of student's work which includes	of student's work which does not	of student's work which include
which include work from the	work from the beginning, mid-point	include work from the beginning,	work from the beginning, mid-point
beginning, mid-point and end of	and end of semester. The teacher	mid-point and end of semester. The	and end of semester. The teacher
semester. The teacher has not	has not included 1 of the 4 lesson	teacher has included 1 of the 4	has included 1 of the 4 lesson plans
included 1 of the 4 lesson plans and	plans and 1 dated sample of	lesson plans and 1 dated sample of	and 1 dated sample of student's
1 dated sample of student's work if	student's work if a second student	student's work if a second student	work if a second student was
a second student was tutored. The	was tutored. The teacher has not	was tutored. The teacher has	tutored. The teacher has included
teacher has not included all signed	included all signed time sheets.	included all signed time sheets.	all signed time sheets.
time sheets.			
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	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	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	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
	O Case Study Points 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 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	0 Case Study Points10 Case Study PointsThe teacher has not included 4The teacher has included less than 4lesson plans with 2 lesson plansIesson plans with 2 from assignmentfrom assignment #2 and 2 lesson#2 and 2 lesson plans given to theplans given to the Advisor as well asAdvisor as well as 4 dated samples4 dated samples of student's workof student's work which includeswhich include work from thework from the beginning, mid-point and end ofsemester. The teacher has notand end of semester. The teacherincluded 1 of the 4 lesson plans andplans and 1 dated sample of1 dated sample of student's work ifa second student was tutored. Theteacher has not included all signedincluded all signedtime sheets.The teacher does not suggestThe teacher does not suggestThe teacher suggests fewrecommendations to the teachersuch as small group sessions and after school tutoring programs, instructional techniques and materials that support Literacy growth. The teacher does not	O Case Study Points10 Case Study Points20 Case Study PointsThe teacher has not included 4The teacher has included less than 4The teacher has included less than 4lesson plans with 2 lesson planslesson plans with 2 from assignmentlesson plans with 2 from assignmentfrom assignment #2 and 2 lesson#2 and 2 lesson plans given to the#2 and 2 lesson plans given to theA dated samples of student's workAdvisor as well as 4 dated samplesAdvisor as well as 4 dated samples4 dated samples of student's workof student's work which includesof student's work which does notwhich include work from thework from the beginning, mid-pointinclude work from the beginning, mid-pointbeginning, mid-point and end ofand end of semester. The teachermid-point and end of semester. The teacher has not included 1 of the 4 lesson1 dated sample of student's work ifstudent's work if a second studentstudent's work if a second studenta second student was tutored. Thewas tutored. The teacher has notincluded all signed time sheets.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 notThe teacher does notwho. The teacher does notgrowth. The teacher does notanterials that support Literacy growth. The teacher does not

	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 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.

<u>Section XI – 0 points</u> Completed Work Timesheets

Section XI	Ineffective in Danielson FFT	Ineffective in Danielson FFT Developing in Danielson FFT		Highly Effective in Danielson FFT
	0 Case Study Points 0 Case Study Points		0 Case Study Points	0 Case Study Points
Total Points0				
Completed Work	Completed work is not uploaded in	Some completed work is uploaded	Most completed work is uploaded	All completed work is not uploaded
	one document.	in one document.	in one document.	in one document.
Timesheets	Timesheets have not been	Some timesheets have been	Most timesheets have been	All timesheets have been
	submitted.	submitted.	submitted.	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

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

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

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

	ident Name:			
			Course:	
				pric for Lesson Plans from my Touro Advis
Student's	Signature		Date	.:
		Adviser's Rubri	<u>c for Written Lesso</u>	<u>n Plans – 5 Points Total</u>
<u>Domain 1</u>	<u>Developing in</u>	Effective in	<u>Highly</u>	<u>Comments</u>
<u>Planning and</u>	Danielson FFT	Danielson FFT	Effective in	
Preparation				
			Danielson FFT	
a:	The teacher is	The teacher	The teacher	
emonstrating	familiar with	displays solid	displays	
nowledge of	the important	knowledge of	extensive	
ontent and	concepts in	the important	knowledge of	
edagogy	the discipline	concepts in	the important	
	but displays a	the discipline	concepts in	
	lack of	and how these	the discipline	
	awareness of	relate to one	and how these	
	how these	another. (.5)	relate both to	
	concepts		one another	
	relate to one		and to other	
	another. (0)		disciplines. (1)	
1c: Setting	Outcomes	Most	All outcomes	
Instructional	represent	outcomes	represent	
Outcomes	moderately	represent	high-level	
	high	rigorous and	learning in the	
	expectations	important	discipline.	
	and rigor. (0)	learning in the	They are clear,	
		discipline and	are written in	
		are clear, are	the form of	
		written in the	student	
		form of	learning, and	
		student	permit viable	

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

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

Touro Student Name: Touro Adviser's Name:		
Date:	Course:	
I have reviewed and rece	ived feedback based on the Advisor's Rubric for Lessor	າ 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

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

Key Assignment	Ineffective in Danielson	Developing in	Effective in	Highly Effective in Danielson FFT
	FFFT	Danielson FFT	Danielson FFT	20 Points
	0 Points	10 Points	15 Points	
Content of Literature	Literature Review does	Literature Review is	Literature Review	Literature Review demonstrates
Review	not present research and	vague in	somewhat	thorough and extensive research and
	knowledge of teaching	demonstrating	demonstrates	knowledge of two comprehension
Total Points	two comprehension	research and	research and	strategies. Implications of the
	strategies. Implications of	knowledge of teaching	knowledge of	Literature Review indicated.
	the Literature Review not	two comprehension	teaching two	
	indicated.	strategies.	comprehension	
		Implications of the	strategies.	
		Literature Review not	Implications of the	
		indicated.	Literature Review	
			indicated.	
		Γ	-	1
1a – Demonstrating	In planning and practice	The teacher is familiar	The teacher	The teacher displays extensive

1a – Demonstrating	In planning and practice,	The teacher is familiar	The teacher	The teacher displays extensive	ł
Knowledge of Content	the teacher makes content	with the important	displays solid	knowledge of the important concepts	ł
and Pedagogy	errors or does not correct	concepts in the	knowledge of the	in the discipline and how these relate	ł
	errors made by students.	discipline but displays	important concepts	both to one another and to other	ł
	The teacher displays little	a lack of awareness of	in the discipline	disciplines. The teacher	ł
	understanding of	how these concepts	and how these	demonstrates understanding of	ł
	prerequisite knowledge	relate to one another.	relate to one	prerequisite relationships among	ł
	important to student	The teacher indicates	another. The	topics and concepts and understands	ł
	learning of the content. The	some awareness of	teacher	the link to necessary cognitive	ł
	teacher displays little or no	prerequisite learning,	demonstrates	structures that ensure student	

	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	accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect	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.
		pedagogical approaches to the discipline or to the students.	familiarity with a wide range of effective pedagogical approaches in the subject.	
Research for Literature Review 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 sever 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.

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

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

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

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

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

<u>Correlation Note</u>: 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 - <u>0 points</u>

<u>Section I – 5 points</u> Reason for Referral/Attitudes and Interests (reading and writing)/Observed behavior 1b – Demonstrating Knowledge of Students

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

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

		skills, special	
		needs.	

Section II-5 points

Background Information

1b – Demonstrating Knowledge of Students

4c-Communicating with Families

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

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

Section III – 10 points

Summary of Pre-Assessment Results

1c – Setting Instructional Outcomes

1f – Designing Student Assessments

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

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

<u>Section IV – 20 points</u> Analysis and Diagnosis of Pre-Assessments 1b – Demonstrating Knowledge of Students 3d – Using Assessment in Instruction

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

	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	Ineffective in	Developing in	Effective in	Highly Effective in
	Danielson FFT	Danielson FFT	Danielson FFT	Danielson FFT
Total Points	0 Case Study Points	12 Case Study	15 Case Study	20 Case Study Points
		Points	Points	
Action Plan	The teacher does	The teacher	The teacher	The teacher consistently
	not directly align	minimally aligns	generally aligns	directly aligns how the
	how the data	how the data	how the data	data collected will be used
	collected will be	collected will be	collected will be	to design lesson plan
	used to design	used to design	used to design	objectives.
	lesson plan	lesson plan	lesson plan	
	objectives.	objectives.	objectives.	
1a – Demonstrating	In planning and	The teacher is	The teacher	The teacher displays
Knowledge of	practice, the	familiar with the	displays solid	extensive knowledge of
Content and	teacher makes	important	knowledge of the	the important concepts in
Pedagogy	content errors or	concepts in the	important concepts	the discipline and how
	does not correct	discipline but	in the discipline and	these relate both to one
	errors made by	displays a lack of	how these relate to	another and to other
	students. The	awareness of how	one another. The	disciplines. The teacher
	teacher displays	these concepts	teacher	demonstrates
	little understanding	relate to one	demonstrates	understanding of
	of prerequisite	another. The	accurate	prerequisite relationships
	knowledge	teacher indicates	understanding of	among topics and
	important to	some awareness of	prerequisite	concepts and understands
	student learning of	prerequisite	relationships	the link to necessary
	the content. The	learning, although	among topics. The	cognitive structures that
	teacher displays	such knowledge	teacher's plans and	ensure student
	little or no	may be inaccurate	practice reflect	understanding. The
	understanding of	or incomplete. The	familiarity with a	teacher's plans and
	the range of	teacher's plans and	wide range of	practice reflect familiarity
	pedagogical	practice reflect a	effective	with a wide range of
	approaches	limited range of	pedagogical	effective pedagogical
	suitable to student	pedagogical	approaches in the	approaches in the
		approaches to the	subject	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	criteria, and the	and the teacher	student appears to be
no monitoring of	teacher monitors	monitors student	aware of, and there is
the student	the student	learning for the	some evidence that they
learning; feedback	learning. Questions	student. Questions	have contributed to, the
is absent or of poor	and assessments	and assessments	assessment criteria.
quality. The student	are rarely used to	are regularly used	Questions and
does not engage in	diagnose evidence	to diagnose	assessments are used
self-assessment.	of learning.	evidence of	regularly to diagnose
	Feedback to the	learning. The	evidence of learning by the
	student is general,	teacher feedback to	student. A variety of forms
	and the student	the student is	of feedback, from both
	does not assess	accurate and	teacher is accurate and
	their own work.	specific; the	specific and advances
		student engages in	learning. The student self-
		self- assessment at	assesses and monitors
		times.	their own progress. The
			teacher successfully
			creates instruction to
			address any
			misunderstandings.

Section VI – 10 points

Summary of Pre-and Post-Assessments

1e – Designing Coherent Instruction

1f – Designing Instructional Outcomes

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

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

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

Section VII- 10 points

Analysis and Diagnosis of Pre-and Post-Assessments

1c – Setting Instructional Outcomes

3e – Demonstrating Flexibility and Responsiveness

Section VII	Ineffective in	Developing in	Effective in	Highly Effective in
	Danielson FFT	Danielson FFT	Danielson FFT	Danielson FFT
Total Points	0 Case Study Points	5 Case Study Points	8 Case Study Points	10 Case Study Points
Analysis and	The teacher does	The teacher	The teacher	The teacher discusses in
Diagnosis of Pre-and	not discuss the	discusses the	discusses the	detail the results
Post-Assessments	results indicating	results in a vague,	results in a general	indicating more than 3
	at least three areas	general manner	manner with a few	areas of strength and
	of strength and	indicating at least	details indicating	more than 3 areas of
	three areas of	three areas of	least three areas of	weakness exhibited by the
	weakness	strength and three	strength and three	student. The teacher
	exhibited by the	areas of weakness	areas of weakness	directly aligns how the
	student. The	exhibited by the	exhibited by the	data collected was used to
	teacher does not	student. The	student. The	design lesson plan
	align how the data	teacher aligns how	teacher aligns how	objectives.
	collected was used	the data collected	the data collected	
	to design lesson	was used to design	was used to design	
	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	Ineffective in	Developing in	Effective in	Highly Effective in
	Danielson FFT	Danielson FFT	Danielson FFT	Danielson FFT
Total Points	0 Case Study Points	12 Case Study	15 Case Study	20 Case Study Points
		Points	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	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	The student does	The student	in the home. The student	Assessment is fully
Assessment in	not appear to be	appears to be only	appears to be	integrated into
Instruction	aware of the	partially aware of	aware of the	instruction, through
	assessment criteria,	the assessment	assessment criteria,	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 instru program.	ctional	
Total Case Study Points	_			
<u>Rubric for 606</u>	Effective Implementation o	Capstone Project Rubric EDDN 606 of Literacy for the Intermed	iate and Secondary Student	.S
Instructor:		Studen	t	
Semester <u>Correlation Note</u> : The Capsto 1b: Demonstrating Knowledg		o the Danielson Framework fo	r Teaching (DFFT) Rubric.	
Capstone Assignment	Ineffective	Developing	Effective	Highly Effective
Identifies relevant components of effective adolescent literacy instruction (Final Project, Part 2)	0 Points 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.	3 Points 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.	4 Points 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,	5 Points 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,	knowledge and skills,
	special needs.	special needs, and
		interests and cultural
		heritages.

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.
				heritages.

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.
	strand.			

Subtotal_____

1f – Designing Student Assessments

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

Subtotal____

3c – Engaging Students in Learning

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

Subtotal_____

3d – Using Assessment in Instruction

Develops lesson plans that	The student does not	The student appears to be	The student appears to be	Assessment is fully
provides methods to	appear to be aware of the	only partially aware of the	aware of the assessment	integrated into instruction,
assess student	assessment criteria, and	assessment criteria, and	criteria, and the teacher	through extensive use of
understanding and skills	there is little or no	the teacher monitors the	monitors student learning	formative assessment. The
development and	monitoring of the student	student learning.	for the student. Questions	student appears to be

appropriate follow-up	learning; feedback is	Questions and	and assessments are	aware of, and there is
concurrent with needs	absent or of poor quality.	assessments are rarely	regularly used to diagnose	some evidence that they
Final Project, Parts 3, and	The student does not	used to diagnose evidence	evidence of learning. The	have contributed to, the
4)	engage in self-assessment.	of learning. Feedback to	teacher feedback to the	assessment criteria.
		the student is general, and	student is accurate and	Questions and
		the student does not	specific; the student	assessments are used
		assess his/her own work.	engages in self-	regularly to diagnose
			assessment at times.	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.

*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:
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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?

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