

TOURO COLLEGE GRADUATE SCHOOL OF EDUCATION

Master of Science in Mathematics Education Grades 7 - 12

Overview

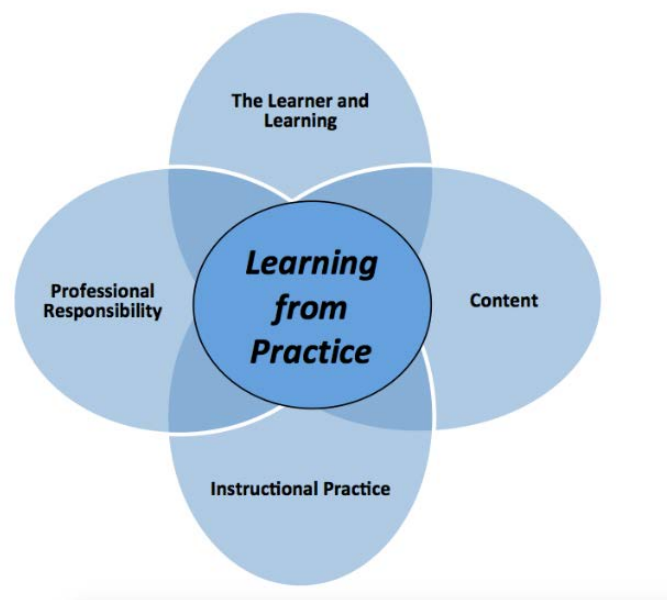
Guided by our commitment to diverse and underserved student populations, our faculty strongly believes in the power of education to improve opportunity and quality of life for every person. Touro College Teacher Education Programs seek to prepare diverse, highly qualified teachers who are lifelong learners,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

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

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

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

- the learner and learning;
- content;
- instructional practice; and
- professional responsibility.



The Mathematics Education Program prepares teachers to advance the academic achievement and healthy development of students by developing candidates' high levels of professional proficiency in their ability to

- assess students' strengths, needs, and challenges;
- plan instruction to build upon those strengths and to meet the learning needs and challenges;
- implement engaging, purposeful sequences of instructional learning activities; and
- assess student learning at every step of the way.

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

Key Assessments

Key assessments utilized in the Mathematics Education Program have been designed in parallel with the other Initial Certification programs at Touro GSE to address CAEP Initial Program Standards.

1. Teacher Sense of Efficacy Scale (Dispositions Survey)¹

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

2. Case Study²

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

3. Lesson Plans³

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

4. Field Observation Reports⁴

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

5. New York State Mathematics Content Specialty Test (CST)

Candidates are required to pass the Mathematics CST in order to meet requirements for NYSED Initial Certification. Candidates are prepared to pass this test by taking graduate level mathematics classes. Candidate performance on the Mathematics CST is monitored throughout the year.

¹ Permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), January 18, 2017, <http://wmpeople.wm.edu/site/page/mxtsch>.

Tschannen-Moran, M. & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

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

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

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

APPENDIX A

Teacher Sense of Efficacy Scale ⁵

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

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

- | | | | | | | |
|----|---|-------------|-------------|----------------|-------------|--------------|
| Q1 | How much can you do to get through to the most difficult students? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q2 | How much can you do to help your students think critically? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q3 | How much can you do to control disruptive behavior in the classroom? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q4 | How much can you do to motivate students who show low interest in school work? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q5 | To what extent can you make your expectations clear about student behavior? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q6 | How much can you do to get students to believe they can do well in school work? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |
| Q7 | How well can you respond to difficult questions from your students? | None at all | Very Little | Some Influence | Quite A Bit | A Great Deal |

⁵ Permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), January 18, 2017, <http://wmpeople.wm.edu/site/page/mxtsch>.

Tschannen-Moran, M. & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Q8	How well can you establish routines to keep activities running smoothly?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q9	How much can you do to help your students value learning?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q10	How much can you gauge student comprehension of what you have taught?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q11	To what extent can you craft good questions for your students?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q12	How much can you do to foster student creativity?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q13	How much can you do to get children to follow classroom rules?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q14	How much can you do to improve the understanding of a student who is failing?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q15	How much can you do to calm a student who is disruptive or noisy?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q16	How well can you establish a classroom management system with each group of students?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q17	How much can you do to adjust your lessons to the proper level for individual students?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q18	How much can you use a variety of assessment strategies?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal
Q19	How well can you keep a few problem students from ruining an entire lesson?	None at all	Very Little	Some Influence	Quite A Bit	A Great Deal

- Q20 To what extent can you provide an alternative explanation or example when students are confused?
None at all Very Little Some Influence Quite A Bit A Great Deal
- Q21 How well can you respond to defiant students?
None at all Very Little Some Influence Quite A Bit A Great Deal
- Q22 How much can you assist families in helping their children do well in school?
None at all Very Little Some Influence Quite A Bit A Great Deal
- Q23 How well can you implement alternative strategies in your classroom?
None at all Very Little Some Influence Quite A Bit A Great Deal
- Q24 How well can you provide appropriate challenges for very capable students?
None at all Very Little Some Influence Quite A Bit A Great Deal
- Q25 Name and explain 3 core beliefs or values that guide your teaching.
How are these beliefs/values exhibited in your teaching? Be specific!

APPENDIX B

CASE STUDY: PORTRAIT OF A LEARNER RUBRIC⁶

CASE STUDY: Portrait of a Learner

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

Criteria	Case Study Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Demonstrating Knowledge of A Student InTASC Standards: 1, 6 NYS Teaching Standards: 3c,3b	Part I: Select a Student	Student selected does not meet criteria. There is missing information on student's age, grade, academic achievement and behavior patterns. Little or no rationale is included for choosing a student. Candidate provides little or no information on puzzling student's behavior, learning patterns, communication and/or academic challenges.	Student selected meets the criteria. Some rationale is included for choosing a student. There is some information on student's age, grade, academic achievement and behavior patterns. Candidate provides incomplete information on puzzling student's behavior, learning patterns, communication and/or academic challenges.	Student selected meets the criteria. Detailed rationale is included for choosing a student. There is complete information on student's age, grade, academic achievement and behavior patterns. Candidate provides complete information on puzzling student's behavior, learning patterns, communication and/or academic challenges.	The candidate displays extensive initial knowledge of the student including age, personality, patterns of behavior. Candidate includes detailed description of the rationale for choosing the student for the case study. The candidate provides hypotheses for the puzzling student behavior and possible developmental and learning challenges.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete cognitive observation InTASC Standards: 1, 6 NYS Teaching Standards : I.1.a	Part II (a): Observations. Cognitive Observation	The Student Cognitive Observation Running Record is missing two or more parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes no, incomplete, and/or irrelevant descriptions of student's cognitive activity. Candidate is confusing the description of	The Student Cognitive Observation Record is missing some information in any of the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes incomplete descriptions of student's cognitive activity. The inferences are aligned with observation, but are not well grounded and are not	The Student Cognitive Observation Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student's cognitive activity. The inferences are aligned with observation, and are well grounded, adequate, and are always substantiated with the references to the relevant	The Student Cognitive Observation Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student's cognitive activity. The inferences are aligned with observation, and are well grounded, adequate and are always substantiated with the references to the relevant theories

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

		student's cognitive activity with their personal interpretation. The inferences are not aligned with observation and are not substantiated with the references to the relevant theories of development. Candidate does not include the description of student's developmental abilities and needs in cognitive domain.	always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are alluded to, but not clearly explained. Candidate includes insufficient and unclear description of student's developmental abilities and needs in cognitive domain.	theories of development. The connection between the inferences made and the observed behavior are clearly explained. Candidate includes sufficient and clear description of student's developmental abilities and needs in cognitive domain.	of development. The connection between the inferences made and the observed behavior are clearly explained, in detail. Candidate demonstrates ability to identify specific areas of cognitive development and suggests possible support.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete Socio-Emotional Observation InTASC Standards: 1, 6 NYS Teaching Standards: I.1.a	Part II (b): Observations. Socio-Emotional Observation.	The Student Socio-Emotional Observation Running Record is missing two or more parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes no, incomplete, and/or irrelevant descriptions of student's emotional/social activity. Candidate is confusing the description of student's emotions and social activity with their personal interpretation. The inferences are not aligned with observation and are not substantiated with the references to the relevant theories of development. Candidate does not include the description of student's developmental abilities and needs in socio-	The Student Socio-Emotional Observation Running Record is missing some information in any of the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes incomplete descriptions of student's emotional/social activity. The inferences are aligned with observation, but are not well grounded and are not always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are alluded to, but not clearly explained. Candidate includes insufficient and unclear description of student's developmental abilities and needs in socio-emotional domain.	The Student Socio-Emotional Observation Running Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student's emotional/social activity. The inferences are aligned with observation, and are well grounded, adequate, and are always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are clearly explained. Candidate includes sufficient and clear description of student's developmental abilities and needs in socio-emotional domain.	The Student Emotional/Social Observation Running Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student's emotional/social activity. The inferences are aligned with observation, and are well grounded, adequate and are always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are clearly explained, in detail. Candidate demonstrates ability to identify specific areas of socio-emotional development and suggests possible support.

		emotional domain.			
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to complete Learning observation InTASC Standards: 1, 6 NYS Teaching Standards: I.1.a	Part II (c): Observations. Learning Observation	The Student Learning Observation Running Record is missing two or more parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes no, incomplete, and/or irrelevant descriptions of student's learning activities. Candidate is confusing the description of student's learning with their personal interpretation of it. The inferences are not aligned with observation and are not substantiated with the references to the relevant theories of development. Candidate does not include the description of student's developmental abilities and needs in learning.	The Student Learning Observation Running Record is missing some information in any of the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes incomplete descriptions of student's learning activities. The inferences are aligned with observation, but are not well grounded and are not always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are alluded to, but not clearly explained. Candidate includes insufficient and unclear description of student's developmental abilities and needs in learning.	The Student Learning Observation Running Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student learning. The inferences are aligned with observation, but are not well grounded, adequate, and are always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are clearly explained. Candidate includes sufficient and clear description of student's developmental abilities and needs in learning.	The Student Learning Observation Running Record includes detailed information in all the parts (description of the observation context, description of student activities, comments, and inferences). Candidate includes relevant descriptions of student's learning. The inferences are aligned with observation, and are well grounded, adequate and are always substantiated with the references to the relevant theories of development. The connection between the inferences made and the observed behavior are clearly explained, in detail. Candidate demonstrates ability to identify specific patterns of learning and suggests possible support.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to use observation data to plan teaching for the student development and learning. InTASC Standards: 1, 6 NYS Teaching	Part III: Student Plan	The Student Plan is unclear and is designed on the inferences from at least one observation and substantiated with at least one psychological theory. The Student Plan includes at least two specific teaching strategies to support student learning and development. The	The Student Plan is clear and is designed on the inferences from at least two observations and substantiated with at least two psychological theories. The Student Plan includes at least three specific teaching strategies to support student learning and development. The planned strategies and	The Student Plan is clear, detailed, and is designed on the inferences from all three observations and substantiated with at least 3 psychological theories. The Student Plan includes at least four specific teaching strategies to support student learning and development. The planned strategies and student support	The Student Plan is clear, detailed, and is designed on the inferences from all three observations and substantiated with at least 3 psychological theories. The Student Plan includes at least four specific teaching strategies to support student learning and development. The planned strategies and student support

Standards : I.1.a		planned strategies and student support activities are inconsistently aligned with the inferences made from observations. The planned student support and teaching strategies are insufficiently aligned with the data from observations.	student support activities are consistently aligned with the inferences made from observations. The planned student support and teaching strategies are insufficiently aligned with the data from the observations.	activities are consistently aligned with the inferences made from observations. The planned student support and teaching strategies are sufficiently aligned with the data from the observations.	activities are consistently aligned with the inferences made from observations. The planned student support and teaching strategies are sufficiently aligned with the data from the observations and offer critical analysis of student development and learning. The planned teaching activities to support student development and learning demonstrate candidate knowledge of evidence –based practices.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating ability to express thoughts clearly and build a well-supported argument		Writing is unclear, sentences sound awkward, distractingly repetitive, and difficult to understand. There are numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. There are more than 5 mistakes in using APA.	Writing is sometimes clear. Most arguments are clear and supported. Most sentences are well constructed, but they have similar structure and/or length. The candidate makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. There are 4 or less mistakes in using APA.	Writing is mostly clear. Most arguments are clear and well-supported. Most sentences are well constructed and have varied structure and length. The candidate makes no errors in grammar, mechanics, and/or spelling that interfere with understanding. There are less than 3 mistakes in using APA.	Writing is clear. All the arguments are clear and well-supported. All sentences are well constructed and have varied structure and length. The candidate makes no errors in grammar, mechanics, and/or spelling that interfere with understanding. There are no APA mistakes.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Total					/24

APPENDIX C LESSON PLAN RUBRIC⁷

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

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

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

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

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

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

APPENDIX D
TOURO COLLEGE CANDIDATE PRACTICUM OBSERVATION RUBRIC⁸

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

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

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

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

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

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

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