

## M.S. in Education and Special Education

Grades 1-6

SEDN 695

Practicum



**SEDN695 Practicum**  
**Grades 1-6**

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Welcome to your SEDN 695 Practicum course!

The following pages constitute a Student Guide prepared to facilitate your work for the course. The Practicum component of the course takes place in the Special Education classroom, where you are expected to teach a gradually increasing number of lessons, two of which your Practicum instructor will observe during a field visit. You can schedule the observation at a time that is convenient for you, your cooperating teacher, and your instructor. In addition to observing you at work, the instructor will have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

When choosing a classroom and cooperating teacher to work with, keep the following in mind:

- Your cooperating teacher must have a master's degree and at least 3 years of teaching experience
- You cannot spend your Practicum in only one age/grade level. Make sure you work in both of the following age/grade levels:
  - Grades 1-3
  - Grades 4-6
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Those of you who are certified teachers will have a reduced number of required hours to spend in the classroom. Please see the table on the next page for details. Internship Certification is not considered certification

We hope the following pages of our Student Guide will help facilitate your work for the SEDN695 course, and make your Practicum course a positive learning experience.

## Required Classroom Hours SEDN 695

	<b>Non-certified Teachers</b>	<b>Certified Teachers</b>
<b>Practicum</b>	<ul style="list-style-type: none"> <li>• 100 hours in Special Education classroom 1</li> <li>• 100 hours in Special Education classroom 2</li> </ul>	<ul style="list-style-type: none"> <li>• 50 hours in Special Education classroom 1</li> <li>• 50 hours in Special Education classroom 2</li> </ul>
<b>Total hours</b>	200 hours	100 hours

**Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Practicum requirements.**

**SEDN695: Practicum  
Grades 1-6**

**Course Description:**

Students complete a total of 200 Practicum hours in Special Education, divided between two classrooms of different age/grade levels (100 in each classroom). Certified teachers complete 100 hours of Practicum, divided between two classrooms of different age/grade levels (50 in each classroom). Over the course of the Field Experience/Practicum courses students must have experience in at least two of the three grade levels. Actual teaching is a component of the Practicum. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Cooperating teachers should have a Master's Degree and a minimum of three years teaching experience. Over the course of the Field Experience and Practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, analyze lessons they have observed, discuss how they assessed student learning for the lessons observed by their Touro instructor, respond to questions related to work with children, submit a lesson plan for the lessons observed, participate in three class meetings, and complete a Culminating Project. An assigned Touro College faculty member meets with students at their Practicum sites and observes and evaluates student work with children in the school or equivalent educational setting. The faculty member and cooperating teacher evaluate the student's Practicum work in the course. **3 credits**

**Note:**

- *Students may not register for EDSN694 and SEDN695 during the same semester.*
- *Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Practicum requirements.*

**Student Learning Outcomes:**

- Students will carefully observe and analyze various classroom and school activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of students within the framework of classroom activities.
- Students will demonstrate good content knowledge in areas of instruction.
- Students will foster critical thinking skills and information literacy in children.
- Students will apply principles of differentiated instruction and work effectively with students with disabilities.
- Students will work effectively with students from high need communities..
- Students will demonstrate sensitivity to needs of students from diverse cultures.
- Students will appropriately apply NYS Common Core Learning Standards, NAEYC Standards, and CEC standards to their work.
- Students will demonstrate sound grounding in principles of child development and learning and cognitive education.
- Students will demonstrate awareness of educational technology resources and ability to use technology for instruction.
- Students will demonstrate ability to relate constructively to students in group activities.
- Students will demonstrate an understanding of and the ability to use data-supported instruction.

- Students will demonstrate satisfactory presentation of at least two formal lessons which are appropriate to the strengths and limitations of the children with whom they work.
- Students will present lesson plans for the observed lessons and discuss how they plan to assess student learning for the observed lessons
- Students will demonstrate ability to assess for understanding and use such assessment results for improvement of teaching and learning.
- Students will demonstrate an ability to use supervision in a constructive manner.
- Students will submit culminating projects that demonstrate ability to make use of and conduct research as well as good analytical and writing skills.

**Course Requirements:**

- Attendance at class meetings. The only excused absences are with a doctor's note or with the approval of the department chair.
- School administration certification form completed and submitted
- Documentation of hours and days, signed by student and cooperating teacher or supervisor
- Activities checklist submitted
- All signed forms from the Student Guide submitted
- Lesson observation logs of cooperating teacher(s) submitted
- Responses to questions on Some Issues of Particular Importance submitted
- Faculty member's lesson observation forms submitted
- Lesson plans for lessons observed submitted
- Cooperating teacher's evaluation forms submitted
- Essays 1-5 submitted
- Course evaluation forms submitted.
- Final examination must be taken and passed

**Suggested texts:**

Arends, R. (2012). *Learning to teach* (9th ed.). Dubuque, Iowa: McGraw-Hill.

Roe, B., & Smith, S. (2010). *Student teaching and field experiences handbook* (7th ed.). Upper Saddle River, N.J.: Pearson.

Stronge, J. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

## **University Statement on Needed Accommodations/Adaptations**

Any students with a disability seeking accommodations under the Americans with Disability Act of Section 604, The Rehabilitation Act, are required to self-identify with the Office of Disability Services. See the professor/instructor in advance for classroom accommodation, access to technology or other assistance if needed.

## **University Statement on Academic Integrity**

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University 2, requires that a student or researcher:

1. Properly acknowledge and cite all ideas, results, or words originally produced by others;
2. Properly acknowledge all contributors to any piece of work;
3. Obtain all data or results using ethical means;
4. Report researched data without concealing any results inconsistent with student's conclusions;
5. Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
6. Uphold ethical principles and the code of the profession for which the student is preparing.

Students must avoid all acts of dishonesty, including, but not limited to the following:

1. Cheating
2. Plagiarizing (presenting work or ideas of others as your own)
3. Fabricating (making up information, data, or research results)
4. Tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
5. Lying
6. Working with others when assignments or exams require individual work
7. Making unauthorized copies of copyrighted material
8. Facilitating or tolerating the dishonest of others

Adherence to these principles is necessary to ensure that:

1. Proper credit is given for ideas, words, results, and other scholarly accomplishment;
2. No student has an inappropriate advantage over others;
3. The academic and ethical development of students is fostered;
4. The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

The following Internet resources may be helpful when checking for plagiarism: [Plagiarism Checker](#), [TurnItIn](#), [DupliChecker](#).





To Whom It May Concern:

This letter is to introduce our Practicum student. Students in our program complete the requirements for dual certification in General Education and Special Education on the early childhood, elementary school, middle school or secondary school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offers opportunity for theory to be applied in practice. Students must complete both Field Experience and Practicum courses. An assigned Touro faculty member observes students for observation lessons in the Practicum experience. We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Practicum phase of training:

1. The opportunity to observe lessons and discuss strategies
2. The opportunity to plan lessons with the cooperating teacher and on his or her own
3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies
4. The opportunity to interact with students in a range of educational settings
5. The opportunity to learn about and use instructional technology
6. The opportunity to interact with students in a range of educational settings
7. The opportunity to teach a gradually increasing number of lessons each week during the course of the semester
8. The opportunity for feedback from the cooperating teacher as well as the Touro instructor on observations of the lessons taught

In order to focus students in their observation and to document time spent in class, students have a number of forms to complete for their work in the Practicum courses. Please explain to your Practicum student the daily routine you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

A Touro faculty instructor/advisor will observe the student at work in the classroom. After first conferring with the appropriate school staff members, the student teacher should arrange a mutually acceptable date and time with his or her instructor for the lesson observations.

For responses to any questions or concerns, please contact the Office of Clinical Experiences via email at [ocp@touro.edu](mailto:ocp@touro.edu).

Sincerely,

The Office of Clinical Practice



Dear School Administrator,

We are pleased that a Touro College graduate student is completing his or her Field Experience or Practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with appropriate state guidelines.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our Field Experience/Practicum courses.

Sincerely,

The Office of Clinical Practice

Student Name: \_\_\_\_\_ Touro ID # \_\_\_\_\_ Course number \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School phone number: \_\_\_\_\_

Administrator's Name \_\_\_\_\_

I attest to the fact that \_\_\_\_\_ is a state or city accredited school, in the state/city of \_\_\_\_\_.

School name/number \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State

## **Practicum Activity Checklist**

During the Practicum component of the course you will get a chance to take a much more active role in the classroom as well as take upon yourself more responsibility in many areas. During Practicum you will be observed twice by your instructor. Be sure to coordinate a convenient time for observation for both your cooperating teacher and your instructor. Prior to your scheduled observation, you are expected to submit your lesson plan to your instructor.

Some of the possible activities you will be participating in are listed below. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she check off each activity as it is completed, and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

### **1. Instructional Responsibilities:**

Plan and assemble a bulletin board

Read a story aloud

Teach a small group lesson:

spelling,  math,  reading,  social studies,  science,  language arts

Teach a large group lesson:

spelling,  math,  reading,  social studies,  science,  language arts

Incorporate manipulatives into a lesson

Demonstrate the use of cooperative learning

Develop an educational unit in a Special Education and General Education class

Organize a field trip

Participate in a team teaching experience

Share lesson planning, including provisions for differentiated instruction with cooperating teacher(s)

Incorporate computer technology in a lesson with [Common Core Standards](#)

Incorporate library resources in a lesson

Demonstrate the ability to prepare lesson plans for a substitute teacher

### **2. Student and Program Evaluation:**

Use pre-assessment, formative assessment and summative assessment to choose and adapt evidence-based methods of instruction and intervention

Construct a test or evaluative tool

Administer a test or evaluative tool

Interpret test results

Use a test or evaluative tool to diagnose and suggest remediation for:

An individual student  A group of students

Use authentic assessment tools, such as observation, anecdotal note taking, portfolio evaluations, and checklists

### **3. Use of Technology and Other Instructional Aids:**

Demonstrate practical use of available technology:

Smartboard  Internet  video animations  LCD and/or overhead projector  e-portfolio  video  laminating machine  computer assisted learning

electronic record keeping  web page design  Internet UDL lesson planning  PowerPoint or multimedia presentations

**4. Program Maintenance:**

- Supervise daily logistical activities
- Demonstrate knowledge of emergency procedures, including location of sterile gloves
- Demonstrate knowledge of function and responsibilities of support staff

**5. Classroom Management:**

- Manage individual and group behavior conducive to an effective learning climate
- Maintain a neat and orderly classroom
- Facilitate cooperative learning groups
- Participate in supervisory duties on the playground
- Participate in supervisory duties in the cafeteria
- Maintain attendance records
- Make and keep progress charts
- Participate in maintaining cumulative records, IEP, SESIS
- Demonstrate knowledge of reporting procedures to parents

**6. Professional Responsibilities:**

- Attend after-school events, including parent-teacher conferences
- Attend faculty and in-service meetings
- Learn all courses of study (i.e., programs of study mandated by the school system)
- With the approval of cooperating teacher, write a letter to pupils' parents (e.g., a letter of introduction an information letter about a unit of study)
- Become familiar with the system used by the school district to assess the performance of teachers
- Acquire knowledge of professional organizations and resources

**7. Additional Teaching Experiences:**

- Prepare instructional plans for a teacher's aide or parent volunteer
- Observe specialists in the school:
  - PE Teacher\_\_ Speech Clinician \_\_\_\_ Art Teacher \_\_\_\_ Reading Teacher \_\_\_\_
  - Music Teacher \_\_\_\_ Gifted/Talented Teacher \_\_\_\_ Special Education Teacher \_\_\_\_
  - English as a Second Language Teacher \_\_\_\_ Technology Teacher \_\_\_\_

**8. Other Experiences (including knowledge of school services and procedures):**

- Clinical services \_\_\_\_ School counseling services \_\_\_\_ Special testing \_\_\_\_ Special education
- Homebound instruction



## Practicum Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine his/her grade in this course. Your cooperation and assistance are greatly appreciated.

Practicum Student: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_

Practicum Instructor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_ Type of Class: \_\_\_\_ Room #: \_\_\_\_\_

School Name and Address: \_\_\_\_\_

- |  | <u>Strongly Disagree</u> |   |   |   | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|-----------------------|
| 1) APPEARANCE  | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student dresses and grooms in a reasonably appropriate manner.   |                          |   |   |   |                       |
| 2) PUNCTUALITY   | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student is on site for the agree-upon time period each day.  |                          |   |   |   |                       |
| 3) ATTENDANCE  | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student's absences are minimal.  |                          |   |   |   |                       |
| 4) INITIATIVE/CREATIVITY   | 1                        | 2 | 3 | 4 | 5                     |
| • The student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities.     |                          |   |   |   |                       |
| 5) JUDGEMENT   | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student uses good judgment in responding to children across a range of contexts and situations.                  |                          |   |   |   |                       |
| 6) RAPPORT   | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student develops positive relationships with children, parents, administrators, teacher, and other school staff. |                          |   |   |   |                       |
| 7) RAPPORT WITH STUDENTS WITH DISABILITIES   | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student demonstrates an ability to relate constructively to students with disabilities.                          |                          |   |   |   |                       |
| 8) DIFFERENTIATED INSTRUCTION  | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student demonstrates the ability to apply principles of differentiated instruction.                              |                          |   |   |   |                       |
| 9) MULTICULTURAL AWARENESS /SENSITIVITY  | 1                        | 2 | 3 | 4 | 5                     |
| • The Practicum student demonstrates awareness of multicultural issues as they arise in school.                                  |                          |   |   |   |                       |

## 10) VERBAL SKILLS

1

2

3

4

5

- The Practicum student speaks in a clear, easily audible voice.

## 11) WRITTEN WORK

1

2

3

4

5

- The Practicum student writes on boards and charts in a legible, well—organized fashion.

## 12) ORGANIZATION AND PREPARATION

1

2

3

4

5

- The Practicum student is well-prepared in regard to materials with which he or she is called to assist.

## 13) CLASSROOM MANAGEMENT

1

2

3

4

5

- The Practicum student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

## 14) CONTENT KNOWLEDGE

1

2

3

4

5

- The Practicum student has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning.

## 15) PEDAGOGICAL KNOWLEDGE

1

2

3

4

5

- The Practicum student teacher has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning

## 16) CRITICAL THINKING/ INFORMATION LITERACY

1

2

3

4

5

- The Practicum student encourages critical thinking, including on information literacy, when interacting with children.

## 17) KNOWLEDGE OF LEARNING STANDARDS

1

2

3

4

5

- The Practicum student demonstrates knowledge of and appropriately refers to NYS and/or Common Core Standards

## 18) ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1

2

3

4

5

- The Practicum student effectively uses educational technology

## 19) DATA-SUPPORTED INSTRUCTION

1

2

3

4

5

- The Practicum student recognizes the importance of the use of data-supported instruction with the children.

## 20) USE OF SUPERVISION

1

2

3

4

5

- The Practicum student integrates suggestions made during supervision into work with children

**Strongly Disagree**

**Strongly Agree**

21) PROFESSIONAL IDENTITY

1

2

3

4

5

- The Practicum student conveys a sense of commitment to the teaching profession.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

- \_\_\_\_\_ culturally diverse populations
- \_\_\_\_\_ children with special learning needs
- \_\_\_\_\_ English language learners
- \_\_\_\_\_ children from high need communities

Additional comments:

---

---

---

---

Recommendations:

---

---

---

---

Cooperating teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Lesson Observation Logs

These are detailed analyses of lessons you have observed your cooperating teacher present. You will be using the template on the following page. You will use this same template when preparing your Practicum lesson for observation. Some clarifications:

- Learning Objectives are clear statements of what the teacher wants the students to be able to do as a result of the lesson. Start them with, "Students will be able to..." The verbs you use in your lesson objectives should be action verbs or verbs you can use to measure performance. Passive verbs are often immeasurable and so should be avoided when writing objectives. Passive verbs to avoid include: *know, understand, appreciate, believe, enjoy, etc.*
- Applicable Common Core Learning Standard: You may access Common Core standards at <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards> Remember to write out the standards, rather than just list their numbers.
- Review and Link with Prior Knowledge: "Prior knowledge" is the knowledge base students bring to a lesson or specific topic.
- Key Vocabulary: Here you list the new words and terms introduced and/or used in the lesson.
- Materials: When writing your own lesson plan, remember that it should be clear enough so a substitute teacher can read it and implement the lesson. So include lots of details—for example, if you are reading a book to the class, include author and title. If you are doing an art project, make sure all materials are listed
- Motivation refers to a brief activity that "hooks" learners at the beginning of a lesson. It can be a story, a picture, a song—anything that stimulates interest.
- Lesson Plan Procedures: Here is where you list all the steps involved in the lesson. Include here any key questions posed to the children.
- Medial Summary is when the teacher, in the middle of the lesson, determines how well the students are grasping the material. It is basically a mid-lesson check of understanding of what has been taught.
- Differentiated Instruction: How does the teacher modify and/or enhance the lesson to accommodate all kinds of learners? This may include assistive technology, tiered activities, as well as activities geared to various learning styles (kinesthetic, visual, etc.).
- Opportunities for Practice: How do students demonstrate that they have grasped the skills and concepts their teacher has presented? A practice activity can be individual or cooperative. For example, going over examples together as a group to see how the students do.
- Final Summary: This is NOT a summary of the lesson ("the lesson went very well"). It is how a teacher wraps up a lesson and help students organize new information into a meaningful context in their minds. For example, at the end of a lesson the teacher may engage students in a quick discussion about what exactly they learned and what it means to them. Or perhaps the teacher has students come up and share with their classmates whatever they had been working on.
- Assessment: This refers to methods used by the teacher to assess student understanding of the lesson's learning objectives. In other words, it is how the teacher determines if students have learned the content taught. Assessment may include informal observation, projects, completed work, tests, etc.
- Classroom Management: This is where you list any classroom procedures used to manage behavior (such as using table captains, marble jar, "stoplight" management, tickets, etc.)
- Attention to Multicultural Issues: How did the teacher incorporate multiculturalism into the lesson?
- **It is likely that not every lesson you observe will include all elements listed on the form. If, for example, the teacher did not differentiate instruction, state what you might have done differently if delivering the lesson.**

# Lesson Observation Log for Field Experience and Practicum

Non-certified teachers complete a total of 15 logs

Certified teachers complete a total of 8 logs

Student Name:	Touro Student ID:
School:	Date:      Class:      Grade:
Subject:	Type of Class (General/ Special Ed/Inclusion):
Lesson Topic:	Cooperating Teacher:
<b>Learning Objective:</b>	
<b>Applicable Common Core Learning Standard:</b>	
<b>Link with Prior Knowledge:</b>	
<b>Key Vocabulary:</b>	
<b>Materials:</b>	
<b>Motivation:</b>	
<b>Lesson Plan Procedures:</b>	
<b>Medial Summary:</b>	
<b>Differentiated Instruction:</b>	
<b>Opportunities for Practice:</b>	
<b>Final Summary:</b>	
<b>Assessment:</b>	
<b>Classroom Management:</b>	
<b>Attention to Multicultural Issues:</b>	

## SEDN 695: Practicum - Grade 1-6

### Some Issues of Particular Importance in Work with Elementary School Children

1. What are some of the ways you have encouraged the development of self-regulation in students with whom you have worked?

- a.
- b.
- c.
- d.
- e.

Comments:

2. What are some of the ways you have been multi-culturally sensitive to the students with whom you have worked?

- a.
- b.
- c.
- d.
- e.

Comments:

3. In what ways have you been able to integrate computers and related technology in your work with students with disabilities?

- a.
- b.
- c.
- d.
- e.

Comments:

4. In what ways have you learned to integrate literacy, reading, and language instruction across content areas?

- a.
- b.
- c.
- d.
- e.

Comments:

5. What kinds of hands-on work have you learned to use with students in the areas of science and technology instruction?

- a.
- b.
- c.
- d.
- e.

Comments:

6. We read much these days on teaching mathematics through problem-solving approaches. How have you used opportunities for problem-solving in mathematics instruction?

- a.
- b.
- c.
- d.
- e.

Comments:

7. What are some ways you have learned to develop a caring, respectful way of relating to students?

- a.
- b.
- c.
- d.
- e.

Comments:

8. What are examples of data-supported (or data-driven) instruction which you have observed in your Practicum? How might you use data-supported instruction in your future teaching?

- a.
- b.
- c.
- d.
- e.

Comments:

## **Essays 1 & 2 : Assessment of Student Learning – Observed Lessons**

For each of the two lesson presentations for which you were observed, write a one-page paper in which you describe the following:

- your student population
- your lesson topic
- the method(s) you used for assessment of student learning objectives for the lesson, including how you used assessments for exceptional students or modified assessments for use with exceptional students
- the information you derived from the assessment
- how you will use the information derived from the student assessment for related future lessons with this or other student populations

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 34 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 36 may also be of assistance.

### **Essay 3: Data-Supported Instruction**

In an essay of approximately 2-3 pages, respond to the following:

- What is the basic meaning of the term data-supported (or data-driven) instruction?
- What did you learn in the program you are now completing, including in student teaching, about the use of data-supported instruction? Which courses were most helpful in this regard?
- What are the specific uses you have made of data-supported instruction in your practicum?
- What are some of the ways knowledge of and skill in using data-supported instruction have made a difference in your instructional practices?
- Critically discuss and evaluate the principle that methods of instruction and intervention should be data-supported. Should all instruction be data-supported? If so, why? If not, why not?
- Discuss the difference in meaning between the terms data-supported instruction and evidence-based methods of instruction. Are these principles of equal importance regarding their application to instruction? If so, why? If not, why not?

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 34 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 36 may also be of assistance.

## **Essay 4: Experiences at Touro/Problems Facing New Teachers**

Write a 15-page, APA-formatted paper on your experiences in the graduate program at Touro. You must reflect on the following points:

- the nature and extent of your professional growth and development, including the development of your philosophy of education and the components of the graduate program that have been of particular value to your professional growth and development.
- your Practicum observation lessons, including strengths and limitations of each lesson and what was discussed during the post-observation conference with your observing professor, including recommendations for strengthening teaching skills and building positive relationships with children
- the problems facing new teachers (in both general and special education) and kinds of documented supports that have been found to help new teachers effectively respond to such problems. This section must rely on at least five articles from scholarly journals as references.

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 34 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact

Touro's Writing Center. The Writing Guide on page 36 may also be of assistance.



## **Essay 5: Case Study Reflection Paper**

During your second literacy course, you completed a case study of your work with an individual child. Now you will reflect on this case study in a five-page paper, in which you will respond to the following questions:

1. How did studying an individual child help you to better understand some problems of the struggling reader? How will this understanding influence your future practices as a teacher?
2. How did your project help you find new strategies to implement as a teacher? How did it aid you in finding new resources to use as a teacher of literacy, particularly for students with reading problems?
3. How did studying an individual child in depth better enhance your teaching?
4. How has conducting this case study helped you to avoid grouping all struggling readers in a “one size fits all” box, and how has it influenced your thinking on the need for differentiated instruction?
5. How did your course work at Touro College prepare you to effectively conduct and write up this case study?
6. What would you do differently in conducting and writing up your case study now that you have completed it and have been reflecting on the work you did?

**Please do not include your actual case study in your Culminating Project. You only need to include the reflection paper on your case.**

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 34 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro’s Writing Center. The Writing Guide on page 36 may also be of assistance.

## **CULMINATING PROJECT**

Upon completion of your SEDN 695 course, you will submit a Culminating Project to your instructor. It will consist of all required forms/paperwork from your Practicum experience as well as several written assignments. Your instructor will review the requirements of this project in your live meetings, but feel free to contact your instructor with any questions you may have.

### What will the Culminating Project include?

Below are the required components of your project in the order in which they must be assembled. Each of these components will be explained and elaborated upon in depth on the following pages of this guide.

1. Cover Page
2. Table of Contents
3. Signed School Certification Form
4. Signed Student Time Sheets
5. Practicum Activity Checklist
6. Signed Cooperating Teacher Evaluation Forms for Practicum
7. Fifteen Lesson Observation Forms (8 for certified teachers)
8. Lesson Plans for the lessons your instructor observed
9. Signed Instructor's observation rubrics for lessons you were observed presenting
10. Some Issues of Particular Importance questions
11. Essays 1 & 2: Assessment of Student Learning
12. Essay 3: Data-Supported Instruction
13. Essay 4: Experiences at Touro/Problems Facing New Teachers
14. Essay 5: Case Study Reflection paper

### What will your Culminating Project look like?

1. Your project will be polished and well-written. Poor spelling is inexcusable! Some of the forms that you type directly onto cannot be "spellchecked", so check for spelling prior to cutting and pasting onto them.
2. Your project is the culmination of lots of hard work and dedication. Make it attractive, organized and a pleasure to read!

## Project Components

1. Cover Page: A decorative cover will enhance your project. Please do not take pictures or include pictures of your students. Your cover must include:
  - your name
  - your Touro student ID number
  - course number and section
  - professor's name
  - semester and year
  - an appropriate decorative graphic
2. Table of Contents- List all items in your project together with corresponding page numbers
3. Signed School Certification Form (page 8): This form must be signed by both the principal/administrator and cooperating teacher(s). If you are in more than one school, you will need one of these for each of them.
4. Signed Student Time Sheet (page 11): You must keep a careful record of your hours in each classroom placement. Be sure to have your cooperating teacher sign, and not just initial, next to your hours.
5. Practicum Activity Checklist: (pages 9-10)
6. Signed Cooperating Teacher Evaluation Form for Practicum (pages 12-14): Make copies for all Practicum cooperating teachers to complete at the end of your time in their classrooms
7. Fifteen Lesson Observation Logs (page 16): These forms are to be used for detailed analyses of lessons you have observed your cooperating teacher present. This is the same template you will be using when preparing your Practicum lessons for observation. See page 15 for more details.
8. Lesson Plans: You will be observed twice during your Practicum. Here you will include the lesson plans for the lessons your instructor observed. Be sure to use the same Touro lesson plan template you used for your Lesson Observation Logs.
9. Signed Instructor's Observation Rubrics (pages 31-32): Your instructor will complete a rubric after observing each of your lessons. These forms must be signed by both your instructor and yourself.
10. Some Issues of Particular Importance (pages 17-19): You will provide short answers to these questions, based on your experiences in the early childhood classroom during this course.
11. Essays 1 & 2: Assessment of Student Learning (page 20): one page each, APA format
12. Essay 3: Data –Supported Instruction (page 21): 1500 words, APA format
13. Essay 4- Experiences at Touro/Problems Facing New Teachers (page 22): 15 pages APA format
14. Essay 5- Case Study Reflection Paper (page 23): 1500 words, APA format

**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**  
**Student Teaching Observation Rubric: Domain 1 (1 of 5)**

<b>Domain 1: Planning and Preparation</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>1a: Demonstrates Content Knowledge (including NYS Learning Standards)</b>	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.
<b>1b: Demonstrates Knowledge of Pedagogy</b>	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.
<b>1c: Plans with Knowledge of Student Background, Skills, and Interests to Differentiate Instruction</b>	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.
<b>1d: Selects Appropriate Instructional Goals/Addresses NYS Learning Standards</b>	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.
<b>1e: Demonstrates Knowledge of Teaching Resources (including technology)</b>	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.
<b>1f: Designs Coherent Instruction</b>	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.
<b>1g: Assesses Student Learning</b>	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.

This rubric draws on guidelines from the work on student teaching evaluation rubrics from educators such as Charlotte Danielson and Robert Marzano as well as materials from the New York State Education Department Teacher Certification Exams and New York State United Teachers.

**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**  
**Student Teaching Observation Rubric: Domain 2 (2 of 5)**

<b>Domain 2: Classroom Environment</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>2a: Creates an Environment of Respect and Rapport</b>	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 students.
<b>2b: Establishes High Expectations</b>	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 their work.
<b>2c: Manages Classroom Procedures</b>	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.
<b>2d: Manages Student Behavior</b>	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 appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
<b>2e: Uses Physical Environment to Support Learning Activities</b>	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 environment to support learning.

**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**  
**Student Teaching Observation Rubric: Domain 3 (3 of 5)**

<b>Domain 3: Instruction</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>3a: Communicates Clearly and accurately</b>	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.
<b>3b: Uses High-level, Open ended Questions</b>	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.
<b>3c: Engages Students in Learning</b>	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 implementation.
<b>3d: Paces Instruction and Provides Closure</b>	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.
<b>3e: Provides Appropriate Feedback to Students</b>	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.
<b>3f: Demonstrates Flexibility and Responsiveness</b>	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 ensures that lesson objectives are met.

**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**  
**Student Teaching Observation Rubric: Domain 4 (4 of 5)**

<b>Domain 4: Professional Responsibility</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice Student Teacher</b>	<b>Effective: Effective Student Teacher</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>4a: Reflects on Teaching</b>	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.
<b>4b: Reflects on Student Achievement</b>	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.
<b>4c: Provides Evidence of Student Achievement</b>	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.
<b>4d: Accepts Constructive Feedback</b>	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.
<b>4e: Exhibits Professional Demeanor</b>	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.
<b>4f: Exhibits Professional Responsibility</b>	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.
<b>4g: Works Cooperatively with Other Professionals</b>	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.

**Teaching Rubric for Formal Observations of Student Lessons (Practicum)**  
**Student Teaching Observation Rubric: Domain 5 (5 of 5)**

<b>Domain 5: Assessment</b>	<b>Ineffective: Unacceptable</b>	<b>Developing: Novice</b>	<b>Effective: Effective Student</b>	<b>Highly Effective: Advanced Student Teacher</b>
<b>5a. Uses a variety of assessments to plan or adjust instruction or activities</b>	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 individual students, including students with disabilities and English learners.	Student teacher consistently uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan and adjust instruction or activities for whole class and individual students, including students with disabilities and English learners.
<b>5b: Models and guides all students in assessing their own learning</b>	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.
<b>5c: Provides opportunities for peer-assessment</b>	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.
<b>5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth</b>	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.
<b>5e. Uses assessment to apply evidence-based practices</b>	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.





Teacher candidate:  
 School:

Professor:  
 Title of Lesson:

Observation #:  
 Grade:

Date:  
 Subject:

**Summary of Lesson:**

0=Not Observed      1=Ineffective      2=Developing      3=Effective      4=Highly

Effective

**Domain 1: Planning and Preparation**

	0	1	2	3	4
1a: Demonstrates knowledge of content, including NYS learning standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrates knowledge of pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Plans with knowledge of students' backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Selects appropriate instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Demonstrates knowledge of resources, including technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designs coherent instruction, with application of principles of differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g: Assesses student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 1: Comments/Suggestions for future work:**

**Domain 2: Classroom Environment**

	0	1	2	3	4
2a: Creates an atmosphere of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishes high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Manages classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Manages student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Uses physical environment to support learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 2: Comments/Suggestions for future work:**

**Domain 3: Instruction**

	0	1	2	3	4
3a: Communicates clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Uses high level, open ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Actively engages students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Paces instruction and provides closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Provides appropriate feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f: Demonstrates flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 3: Comments/Suggestions for future work:**

**Domain 4: Professional Responsibility**

	0	1	2	3	4
4a: Reflects on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4b: Reflects on student achievement
- 4c: Provides evidence of student achievement
- 4d: Accepts constructive feedback
- 4e: Exhibits professional demeanor
- 4f: Exhibits professional responsibility
- 4g: Works cooperatively with other professionals

4a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 4: Comments/Suggestions future work:**

**Domain 5: Assessment**

- 5a: Uses a variety of assessments to plan or adjust instruction or activities
- 5b: Models and guides all students in assessing their own learning
- 5c: Provides opportunities for peer-assessment
- 5d: Uses information from students, families, and support specialists to improve student academic and personal success
- 5e: Uses assessments to apply evidence-based practices

	0	1	2	3	4
5a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Domain 5: Comments/Suggestions future work:**

**Overall evaluation of lesson:**

Observer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Instructor Comments - Practicum (SEDN 695)

Student Name:	Touro Student ID:	Date:
Course 695/Section:	Semester: Select 1 Year: Select 1	Instructor:

Assignment	Points	Comments
Lesson Presentations Observed (20%)	Average performance as indicated in observation form (25 pts).....	
Analysis of Log for Observations of Lesson Presentations (10%)	Writing: (5 pts) ..... Depth and extent of analysis: (5 pts)...	
“Issues of Importance” Questions (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)...	
Cooperating Teacher Evaluations (10%)	Overall average: (10 pts) .....	
Essays 1&2: Assessment (5%)	Writing: (2 pts) ..... Depth and extent of analysis: (3pts)....	
Essay 3: Data-Supported Instruction (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)...	
Essay 4: Experiences at Touro/New Teachers, with articles, citations and sources (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)...	
Essay 5 (Case Study Reflection) (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)...	
Group Meetings and Exams (10%)	Average of test scores: (10 pts) .....	
Portfolio Presentation (5%)	Overall organization and attractiveness of presentation: (5 pts) .....	
<b>Total Points:</b> 97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C- 68-69=D+; 66-67=D; 65=D-; Below 65=F	<b>General Comments:</b>	

## Guide - APA Format–6<sup>th</sup> Edition

<http://web.calstatela.edu/library/guides/3apa.pdf>

**OVERVIEW**–The American Psychological Association (APA) style is widely accepted in the social sciences and other fields, such as education, business, and nursing. The APA citation format requires parenthetical citations within the text rather than endnotes or footnotes. Citations in the text provide brief information, usually the name of the author and the date of publication, to lead the reader to the source of information in the reference list at the end of the paper.

**REFERENCE CITATIONS IN TEXT**– APA utilizes a system of brief referencing in the text of a paper, whether one is paraphrasing or providing a direct quotation from another author’s work. Citations in the text usually consist of the name of the author(s) and the year of publication. The page number is added when utilizing a direct quotation.

### Indirect Quotation with Parenthetical Citation

Libraries historically highly value intellectual freedom and patron confidentiality (LaRue, 2007).

### Indirect Quotation with Author as Part of the Narrative

LaRue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

### Direct Quotation with Parenthetical Citation

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

### Direct Quotation with Author as Part of the Narrative

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness– genealogical rather than ecological”(p. 14).

**CITING SECONDARY SOURCES** -- When citing in the text a work discussed in a secondary source, give both the primary and the secondary sources. In the example below, the study by Seidenberg and McClelland was mentioned in an article by Coltheart, Curtis, Atkins, & Haller.

Seidenberg and McClelland’s study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) provided a glimpse into the world

In the references page, you would cite the secondary source you read not the original study.

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100, 589-608.

## APA RULES FOR THE REFERENCES PAGE

The reference list at the end of your paper documents the articles used and provides the information necessary to identify and retrieve each source. Sources cited in text must appear in the reference list; conversely, each source referenced in the list must be cited in text.

The following sections show some of the more commonly used APA citation rules.

**NOTE: All citations must be in the Hanging Indent Format with the first line flush to the left margin and all other lines indented.**

## JOURNALS, MAGAZINES, NEWSPAPER IN PRINT FORMAT

General Form: **Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal*, xx, xx-xx.**

**NOTE: The journal title and the volume number are in italics. Issue numbers are not required if the journal is continuously paged. If paged individually, the issue number is required and is in regular type in parentheses adjacent to the volume number.**

### One Author

Williams, J. (2008). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

### Two to Seven Authors [List all authors]

Keller, T. E., Cusick, G. R., & Courtney, M. E. (2007). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453-484.

### Magazine Article

Mathews, J., Berrett, D., & Brillman, D. (2005, May 16). Other winning equations. *Newsweek*, 145(20), 58-59.

## Newspaper Article with No Author and Discontinuous Pages

Generic Prozac debuts. (2001, August 3). *The Washington Post*, pp. E1, E4.

## BOOKS, CHAPTERS IN BOOKS, REPORTS, ETC.

General Form: **Author, A. A. (Year). Title of work. Location: Publisher.**

### One Author

Alexie, S. (1992). *The business of fancydancing: Stories and poems.*

Brooklyn, NY: Hang Loose Press.

### Corporate Author with an Edition and Published by the Corporate Author

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

### Anonymous Author

*Dorland's illustrated medical dictionary* (31<sup>st</sup> ed.). (2007). Philadelphia, PA: Saunders.

### Chapter in a Book

Booth-LaForce, C., & Kerns, K. A. (2009). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.

### ERIC Document

Shyyan, V., Thurlow, M., & Liu, K. (2005). *Student perceptions of instructional strategies: Voices of English language learners with disabilities.* Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903)

## ONLINE JOURNALS, MAGAZINES, NEWSPAPERS

General Form – Databases: **Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Name of Journal, xx, xxx-xxx. doi:xxxxxxxxxx**

### Article Retrieved from an Online Database

**NOTE: Use the article's DOI (Digital Object Identifier), the unique code given by the publisher to a specific article.**

Senior, B., & Swailes, S. (2007). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management, 18*, 138153. doi:10.1111/j.1467-8551.2006.00507.x

**NOTE: Use the journal's home page URL (or web address) if there is no DOI. This may require a web search to locate the journal's home page. There is no period at the end of web address. Break a long URL before the punctuation.**

Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2008). Violent victimization and the routine activities/lifestyle of active drug users. *Journal of Drug Issues, 38*, 1105-1137. Retrieved from <http://www2.criminology.fsu.edu/~jdi/>

### Article from an Online Magazine

Lodewijkx, H. F. M. (2001, May 23). Individual-group continuity in cooperation and competition under varying communication conditions. *Current Issues in Social Psychology, 6*(12), 166-182. Retrieved from <http://www.uiowa.edu/~grpproc/crisp/crisp.6.12.htm>

## OTHER ONLINE RESOURCES

General Form: **Author, A. A. (Year). Title of work. Retrieved from web address**

### Online Report from a Nongovernmental Organization

Kenney, G. M., Cook, A., & Pelletier, J. (2009). *Prospects for reducing uninsured rates among children: How much can premium assistance programs help?* Retrieved from Urban Institute website: <http://www.urban.org/url.cfm?ID=411823>

### Online Report with No Author Identified and No Date

*GVU's 10th WWW user survey.* (n.d.). Retrieved from [http://www.cc.gatech.edu/user\\_surveys/survey-1998-10/](http://www.cc.gatech.edu/user_surveys/survey-1998-10/)

### Web Sites in Parenthetical Citations:

To cite an entire Web site (but not a specific document within the site), it is sufficient to give the URL of the site in the text. **No entry in the reference list is needed. Example:**

Kidpsych is an excellent website for young children (<http://www.kidpsych.org>).

Writing Guide- References for College Papers-Steven Dutch, Natural and Applied Sciences, University of Wisconsin - Green Bay

<http://www.uwgb.edu/dutchs/paperref.htm>

General Principles for References

- Use the most original source possible.
- Use the most up-to-date and reliable source available.
- Your paper is only as good as its weakest source.

The Following are Usually NOT Acceptable References

- Class Lecture Notes
- Textbooks
- Encyclopedias
- Dictionaries
- Popular Books
- Popular Magazines
- Newspapers
- Radio and TV Broadcasts
- The Internet

**Why?** For the most part, they are not original sources. So why do we have encyclopedias and textbooks? To provide an overview or introduction to a topic for complete beginners. These are meant to get you started on a subject; they are not research documents. If you want to document a point in a textbook or encyclopedia article, locate the original source for the idea. Start with the sources cited by the textbook or encyclopedia.

The Following MAY be Acceptable References

- **Reputable News Media (Time, Newsweek, New York Times)**
- **Serious Popular Magazines (New Yorker, National Geographic)**
- **Government Publications**
- **Internet versions of these sources**

News media are acceptable only if the story is so fast-moving or so recent that there are no scholarly publications on the subject, or if you are researching a news story that has not yet been reported in other forms. Bottom line: use the media only if there is no other source.

The Following ARE Acceptable References

- **Scholarly Periodicals**
- **Scholarly Books**
- **Reputable Translations of Foreign Works**
- **Student Theses**
- **Research Forums of Hotlines on the Internet**
- **Internet Periodicals by Reputable Organizations**

Most of the information in academia does not flow through books! The real information flow is through periodicals. Even here, acceptability varies. *Scientific American* is acceptable for most college research papers, but not for a graduate thesis.

## Some Common Writing Problems

- Run-on sentences: <http://www.roanestate.edu/owl/Run-on-Sentences.html>
- Transition words: <http://larae.net/write/transition.html>
- Noun-Pronoun Agreement:
  - <https://owl.english.purdue.edu/owl/resource/595/01/>
  - [http://depts.dyc.edu/learningcenter/owl/exercises/agreement\\_pa\\_ex2.htm](http://depts.dyc.edu/learningcenter/owl/exercises/agreement_pa_ex2.htm)
- Word clutter/wordiness:
  - <http://www.roanestate.edu/owl/Clutter.html>
  - <https://owl.english.purdue.edu/owl/resource/572/2/>
- Verb tense consistency: <https://owl.english.purdue.edu/owl/resource/601/04/>
- Subject-verb agreement: <https://owl.english.purdue.edu/owl/resource/599/01/>
- Poor spelling
- Sentences that do not follow logically from what preceded them or flow logically into what follows them
- Incorrect use of punctuation
- Use of informal language
- Failure to follow instructions (not double spaced, pages not numbered, etc.)

For more help, contact the Touro Writing Center, located at Main Campus in Manhattan

Phone: 212-463-0400, x5273

# The Student's Guide to Avoiding Plagiarism

<http://www.wvu.edu/soc/docs/plagiarism.pdf>

**Plagiarism is the practice, whether intentional or not, of using someone else's words or ideas and presenting them as your own.**

Plagiarism is stealing. By definition, when you plagiarize, you steal someone else's work. Plagiarism is also lying. By passing someone else's work off as your own you are lying to your instructor and your classmates. Plagiarism is equivalent to copying from someone else's paper during an exam and then pretending the work is your own.

Using ideas and information from outside sources in your writing is essential. After all, the best social science writing demonstrates an appreciation of the knowledge compiled by other researchers before. There is nothing wrong with the act of presenting an idea from an outside source; but presenting that work as your own, either explicitly or implicitly, is wrong. Thus, it is important that you properly identify and give appropriate credit to these outside sources through the proper use of quotation marks, internal citations, and references.

Plagiarism is a dangerous crime because is very easy to commit unintentionally. The risk is greatest when the writer is simply unaware of the proper method of paraphrasing and citing other people's work. Plagiarism, like speeding, is defined by the act -- not the intention. Writers, like drivers, are expected to be aware of what they are doing. Whether deliberate or intentional, the repercussions of plagiarism are the same, and they are harsh.

***The main point to keep in mind: If you want to incorporate another person's ideas in your own writing you must either put the idea in your own words or use direct quotes. And, no matter whether you use quotes or paraphrasing, you must acknowledge the original source by properly citing the original author.***

Below is a passage from a recent book by Harvard sociologist, William Julius Wilson. Below the passage are examples of some of the most common types of plagiarism and some tips on how to avoid them:

Original passage:

*Despite the overwhelming poverty, black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative. For example, the large survey of the UPFLS found that nearly all the black respondents felt that plain hard work is either very important or somewhat important for getting ahead...Nonetheless, given constraints and limited opportunities facing people in inner-city neighborhoods, it is altogether reasonable to assume that many of those who subscribe to these values will, in the final analysis, find it difficult to live up to them.*

(W.J. Wilson, *When Work Disappears*, 1996, p. 67)

## Word for Word Copying

As you likely know already, it is *not* acceptable to simply lift other people's words and present them as your own. This is another sledgehammer approach to plagiarism – not very subtle!

### PLAGIARISM:

**Black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative.**

### OK:

Wilson (1996: 67) argues that "[b]lack residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative."

You should not be afraid to include quotes from other people's work in your writing. While you should avoid writing a paper that just strings together one quote after another without any original thought or interpretation of your own, there are some instances in which the original author's words are particularly eloquent or make the



point better than you can. It is much better to admit this fact (you are, after all, not a paid professional -- at least not yet), include the direct quote, and move on than to "adopt" these words and pass them off as your own.

### **Improperly Paraphrasing**

Rather than quoting someone directly, it is often the case that you will summarize and reword, or paraphrase, an idea or a passage. *Proper paraphrasing requires you to put the idea in your own words -- you cannot use exact sentences or phrases from the original source.* By definition, paraphrasing requires that you restate the idea in *other* words. Changing a few words, omitting or adding words, or altering the order of words or phrases is not enough. For example,

#### **PLAGIARISM:**

African Americans living in the central city verbally reinforce, rather than reject, the basic American ideals pertaining to individual initiative.

#### **OK:**

According to Wilson (1996) the ideals and values regarding self-reliance and hard work held by black inner-city residents are similar to those held by other Americans.

Paraphrasing well without stealing from the original author is difficult. *Again, it is not sufficient to just change a few words from the original text.*

### **Failing to Cite the Original Source**

In general, it is better to put other people's ideas into your own words. However, doing so does not absolve you from the responsibility of attributing the thought to the original author. Remember that the definition of plagiarism is the use of someone else's words *or ideas* without attributing them to that person. For example:

#### **PLAGIARISM**

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work.

#### **OK**

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work (Wilson, 1996).

### **What needs to be cited?**

As a rule, you need to provide a citation for any fact, figure, or idea that you present that cannot reasonably be assumed to be common knowledge. For example,

#### **BAD:**

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success.

This fact is not something that most people simply know. Thus, you need a citation.

#### **OK:**

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success (Wilson, 1996: 67).

It is *not* necessary to provide a citation for something that can reasonably be assumed to be general knowledge. For example:

#### **OK:**

President Clinton was first elected in 1992.

## Recommended Readings

- Amatea, E. (2013). *Building culturally responsive family-school relationships* (2nd ed.). Boston: Pearson.
- Byram, M.; Nichol, A. & Stevens, D.(eds.) (2001). *Developing intercultural competence in practice*. Buffalo: Multilingual Matters, Inc.
- Clayton, M., & Forton, M. (2001). *Classroom spaces that work*. Greenfield, MA: Northeast Foundation for Children
- Cooter, R.B. & Reutzell, D.R. (2009). *The essentials of teaching children to read: The teacher makes a difference*. Boston: Allyn & Bacon.
- Denton, P. (2014). *The power of our words: Teacher language that helps children learn* (2nd ed.). Turners Falls, MA: Northeast Foundation for Children.
- Dodge, D.T.; Colker, L.J. & Heroman, C. (2002). *The creative curriculum for preschool* (4<sup>th</sup> ed.). Washington, DC: Teaching Strategies, Inc.
- Friend, M. & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5<sup>th</sup> ed.). Boston: Pearson/ Merrill publishers.
- Giorgis, C, & Glazer, J.I. (2009). *Literature for young children: Supporting emergent literacy ages 0 – 8* (6h ed.). Boston: Allyn & Bacon.
- Glanz, J.G. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2<sup>nd</sup> ed.). Thousand Oaks: Corwin Press.
- Grieshaber, S.& Cannella, G.S. (eds.) (2001). *Embracing identities in early childhood education: Diversity and possibilities*. NY: Teachers Press.
- Norton, T.L. (2011). *50 Literacy strategies: Resources for beginning teachers, Grades 1-8* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Neuman, S.B. & Dickson, D.K. (eds.) (2006). *Handbook of early literacy research*. NY: Guilford Press
- Olender, R., & Elias, J. (2010). *The school-home connection: Forging positive relationships with parents*. Thousand Oaks, Calif.: Corwin Press.
- Rosenberg, M.S.; O'Shea, L.J. & O'Shea, D.J.(2006). *Student teacher to master teacher: A handbook for pre-service and beginning teachers of students with mild and moderate handicaps* (4<sup>th</sup> ed.) . Upper Saddle River: Prentice Hall
- Safer, S. (2003). *Practical solutions to practically every problem: The early childhood teacher's manual*. St Paul, MN: Red Leaf Press.
- Serdyukov, P., & Ryan, M. (2008). *Writing effective lesson plans: The 5-star approach*. Boston: Pearson Allyn and Bacon.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.
- Vukelich, C.; Christie, J. & Enz, B. (2008). *Helping young children learn language and literacy: Birth through Kindergarten* (2<sup>nd</sup> ed.). Boston: Pearson
- Wong, H.L. & Wong, R.T. (2005). *The first days of school: How to be an effective teacher*. Mountainview, CA Harry K. Wong Publications.