



**LOYOLA
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Preparing people to lead extraordinary lives

**TLLSC 360: Developing Rigorous and Relevant Instruction and Assessment
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2018

Instructor Information

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Module Information

Dates: August 27, 2018 – November 16, 2018

Days: Monday Seminar

Times: 5:00 – 6:45

On-Campus Location: Mundelein Center - Room 308

Module Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification, including work with parents, families, and communities. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and lead by Loyola faculty. This sequence will better prepare candidate for independent work by discussing components of the Teacher Performance Assessment (edTPA). Candidates will compose a practice edTPA project during this semester. Candidates will administer, analyze, and reflect upon an assessment. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9

Module Goals

Essential Questions:

- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
- How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
- How do educators collaborate with others to support student learning?
- How do educators balance relevance and rigor when choosing content and pedagogy?
- How should planning, assessment and instruction be modified for culturally and linguistically diverse students?

As a part of this module, candidates will understand that effective educators:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- Demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful. (Part 27 Standard 5.C.i)
- Demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families. (Part 27 Standard 5.C.ii)

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to:

<http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions

All courses in the SOE assess student dispositions: **Professionalism, Inquiry, and Social Justice**. You can find the rubrics related to these dispositions in the TLSC 360 LiveText Assignment. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum

Dispositions Assessed:

- **D3** value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
- **D6** collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- **D7** value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
- **D14** demonstrate high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

Writing Intensive Designation

TLSC 360 is designated "writing intensive" because the core assessments for this course are writing assignments that require candidates to produce multiple pieces of professional writing. These are the three tasks that comprise the "mock" edTPA: Task I Planning for Instruction & Assessment; Task II Instructing & Engaging Students in Learning; and Task III Assessing Student Learning. Each of these tasks require extended narrative writing responses that incorporate relevant research, theories, and data in alignment with the professional expectations for educators. As part of this course, candidates will draft and revise task responses with feedback from the instructor as well as their peers.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100% A
90% - 92% A-
87% - 89% B+
83% - 86% B
80% - 82% B-
77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
60% - 62% D-
Below 60% F

Attendance:

- Arrive promptly and maintain excellent attendance records. (see Addendum 1) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
 - Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Late assignments will receive a maximum of 50% credit
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Module Assignments

- **Module Participation: 20% of final grade**
 - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.
- Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

- **Content Specific, Standards-Aligned Practice edTPA Unit: 70% of final grade**
 - Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2). Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence.
- **Online Forum Responses: 10% of final grade**
 - Candidates will respond to instructor led forum assignments by Thursday of each week.

Module Required Book

Heineke, A.J., McTighe, J. (2018). *Using Understanding by Design In the Culturally and Linguistically Diverse Classroom*: ASCD

Module Reference Books

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*: Alexandria, VA: Association for Supervision and Curriculum Development.

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified by our endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded The Conceptual Framework: *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. For your reference: our conceptual framework is described here -

www.luc.edu/education/mission/

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Sakai

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information

Diversity

By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Technology

Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

7								
8								
9								
10								
11								
12								

- CODES:** FD Attended full day
 A1 Absent All Day
 A ½ Absent ½ Day – State AM or PM
 T State Time of Arrival
 H School Holiday

Signatures:
 Co- Teacher _____
 LUC Candidate _____

Lesson Plan for Mathematics

Candidate's Name _____

Lesson Title:

Day Number:

Lesson Goal/Topic :

Objectives

What are the objectives of this lesson? Objectives are the skills, knowledge and understandings that you want your students to achieve as a result of the lesson's activities. They should be specific and measurable. Correlate each objective to the appropriate CCSS, State or Content Standard. Include a language objective: WIDA Standard. List number and text of each standard.

Planning to Support Varied Student Learning Needs

How do you plan to support groups of students with differentiated needs to help them develop understanding? What modifications are required by IEP or 504 plans? (For lessons observed attach the CAST template) What modifications are required for EL students?

Prerequisite Skills

Identify the prerequisite skills necessary for student success in this lesson. Explain how you will check for existence of these skills prior to the beginning of the lesson.

Knowledge of Students to Inform Teaching and Learning

How will you use the knowledge of your students to justify instructional plans? Take into consideration their background knowledge and how culture, family, and community impact your planning

Materials, Resources, Instructional Strategies

What will you use to teach this lesson? Include texts, primary documents, materials, technology, etc. If you develop your own materials, you will need to include copies. Declare the instructional method(s), and flexible means of engagement to be observed in this lesson.

Procedures (edTPA requirement)

Clearly state both what you are doing and what you anticipate students will be doing. What are the learning tasks that support diverse student needs? The lesson should be specific regarding introduction, developmentally appropriate procedure, and closure. The activities should follow a logical sequence and support the lesson's objectives. What modifications are necessary for learners with special needs (EL, IEP, 504 ...)

Teacher Actions	Student Actions

Identifying and Supporting Academic

- Identify necessary vocabulary and/or symbols. Identify at least one additional language demand (e.g. Language function, syntax, and discourse). How will you target support for these language demands?

Assessment to Monitor and Support Student

How are the informal and formal assessments selected and designed to monitor student understanding of each objective. The assessments should provide multiple forms of evidence and flexible methods of expression.



Loyola University Chicago Student Teaching Clinical Evaluation

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Teacher Candidate		Observer
Class Period		School
Classroom Teacher		Grade/ Content Area

Adapted from Danielson Framework for Teaching, edTPA Tasks and Rubrics, and Illinois Professional Teaching Standards

Component	Accomplished 5 points	Proficient 4 points	Needs Improvement 3-0 points
PLANNING			
Demonstrates Knowledge of Content Danielson: 1a NCTM 2012: 1a (content varies) edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6	Candidate demonstrates knowledge of the relevant content standards as well as how these standards relate to other disciplines. Candidate demonstrates extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates deep understanding of prerequisite knowledge important to student learning of the content/skill. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Candidate demonstrates knowledge of the relevant content standards. Candidate demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Candidate demonstrates accurate understanding of prerequisite knowledge important to student learning of the content/skill.	Candidate demonstrates little to no knowledge of relevant content standards and no understanding of the disciplinary way of reading, writing, and/or thinking within the subject area Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skill <input type="checkbox"/> . <input type="checkbox"/>
Demonstrates Knowledge of Pedagogy Danielson: 1a NCTM 2012: 3c	Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught and anticipate student misconceptions. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Plans reflect a range of effective pedagogical approaches suitable for student learning of content/skills being taught	Plans reflect little or no understanding of the range of pedagogical approaches suitable for student learning of content/skills being taught.

edTPA Rubric: 1 IPTS: 2I, 2K, 3Q EU: 3, 6			
Demonstrates Knowledge of Students Danielson: 1b NCTM 2012: 4c edTPA Rubric: 2,3 IPTS: 1H, 1I, 1J, 2P, 3K, 5M, 8S EU: 1, 7	Candidate incorporates knowledge of individual differences (including cultural, language, and community assets) It is clear how the candidate used cultural assets as a means to engage and motivate students <input type="checkbox"/> <input type="checkbox"/>	Candidate incorporates some knowledge of individual differences (including cultural, language, and community assets) There is an attempt by the candidate used cultural assets as a means to engage and motivate students	Candidate justifies learning tasks with limited attention knowledge of individual differences (including cultural, language, and community assets)
Selects Developmentally Appropriate Goals, Standards and Objectives Danielson: 1c NCTM 2012: 3a IPTS: 3O EU: 3,4,	Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding and meaningful, authentic application <input type="checkbox"/> <input type="checkbox"/>	Learning objectives are standards based, clear, measurable, and aligned to methods of assessment. Candidate sequences and aligns standards based objectives to build toward deep understanding.	Learning objectives are not standards based, are unclear or not measurable. Candidate fails to sequences and align standards based objectives to build toward deep understanding and, authentic application
Selects Appropriate Material IPTS: 3Q NCTM 2012 4e EU: 6	Candidate's materials support deep understanding of objectives and are developmentally appropriate. Materials were well developed to an extent that they could be understood and used by other teachers. Technology is employed to effectively support student learning needs and understanding	Candidate's materials support understanding of objectives and are developmentally appropriate. . Materials were well developed but need refinement to make them understandable or useable by other teachers Technology, if appropriate, is employed to support student learning needs	Candidate's materials is not related to the objectives or are developmentally inappropriate. Materials were developed, but could not be understood by others and not very comprehensive. When technology could be used to support student learning, it is absent or superficial
Designs Instruction with Appropriate Sequence,	Candidate coordinates in-depth knowledge of content, students and resources (including technology) to design lessons. Tasks are cognitively challenging, yet accessible, for	Candidate coordinates knowledge of content, students and resources to design lessons. Tasks are cognitively challenging, yet accessible, and are designed for groups of	Candidate fails to coordinates knowledge of content, students and resources to design lessons. Tasks are aimed at the entire class. There is little to no evidence of scaffolding, appropriate pacing or differentiation. The

<p>Scope, and Coherence.</p> <p>Danielson: 1d edTPA Rubric: 1 EU: 6</p>	<p>students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students and the lesson is sequences and paced appropriately. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>students. There is evidence of scaffolding and the lesson is sequences and paced appropriately</p>	<p>lesson is not sequenced effectively.</p>
<p>Plans Assessment to Monitor and Support Student Learning</p> <p>Danielson: 1e NCTM 2012: 3f edTPA Rubric: 5 IPTS: 2K, 4N, 7K, 7N EU: 4, 7</p>	<p>The assessments provide multiple forms of evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made. The assessments allow individuals with specific needs to demonstrate their learning. <input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>The assessments provide evidence to monitor student progress toward developing understanding. The plan for student assessment is aligned with the standards-based learning objectives identified for the lesson. Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide limited evidence to monitor student progress toward developing understanding. The plan for student assessment is not aligned with the standards-based learning objectives identified for the lesson.</p> <p>Failure to adapt the assessments as required by IEP or 504 plans is an automatic zero</p>
<p>Identifies and Supports Language Demands</p> <p>edTPA Rubric: 4 NCTM 2012: 3d IPTS: 2Q, 3Q, 6J, 6L, 6M, 6Q EU: 3,6</p>	<p>The candidate identifies vocabulary (and/or symbols) and additional language demand(s) (e.g. syntax and/or discourse) associated with the lesson. The plans include targeted support for student use of vocabulary and the additional language demand(s) as well as the opportunity for students to make connections to other math topics and the real world</p>	<p>The candidate identifies vocabulary (and/or symbols). Attention to additional language demand(s) (e.g. syntax and/or discourse) is superficial. The plans include general support for use of vocabulary and the additional language demand(s) as well as the opportunity for students to make connections to other math topics and the real world</p>	<p>The candidate identifies vocabulary (and/or symbols) but fails to mention additional language demand(s) (e.g. syntax and/or discourse). The plans include little to no support for use of vocabulary or other language demands</p>
THE CLASSROOM ENVIRONMENT			
<p>Creates a Respectful and Supportive Learning Environment</p> <p>Danielson: 2a NCTM 2012: 4a</p>	<p>Patterns of classroom interaction, both between the candidate and students and among students, are positive and highly respectful, reflecting genuine caring. The net result of interactions is that of academic and personal connections between students and adults. <input type="checkbox"/> Interaction is appropriate for the adolescents' development and behavior</p>	<p>Patterns of classroom interaction, between the candidates are positive reflect rapport and respect. The net result of interactions is that of academic and professional connections between students and adults. <input type="checkbox"/> Interaction is appropriate for the adolescents' development and behavior</p>	<p>Candidate provides a learning environment that serves primarily to control student behavior.</p>

edTPA Rubric: 6 IPTS: 1K, 3H, 4I, 4J, 4K, 4L, 4O, 5M EU: 1,7, 9			
Engages Students in Learning Danielson: 2b edTPA Rubric: 7 IPTS: 4N, 5I, 5L, 5S EU: 1,7	The candidate creates a classroom culture that reflects a shared belief in the importance of learning, perseverance, and hard work. Students are engaged in the learning task that deepens and extends their understanding. Students assume responsibility for high quality work. <input type="checkbox"/>	The candidate creates a classroom culture that communicates the importance of learning, perseverance, and hard work. Students are engaged in the learning task that develops their understanding. Students assume responsibility for their work.	The candidate fails to create a classroom culture that reflects the importance of learning, perseverance, and hard work. Students have limited engagement in the learning task because of a teacher centered classroom
Manages Classroom Procedures and Time Danielson: 2c IPTS: 4K, 4L, 4M, 5R EU: 9	Effective classroom routines and procedures maximize instructional time. The candidate orchestrates the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials. Students follow classroom procedures without the candidate's prompting <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Effective classroom routines and procedures with minimal loss of instructional time. The candidate directs the environment so that students contribute to the management of instructional grouping, transitions, and/or the handling of materials with little disruption. With minimal prompting and guidance students follow classroom procedures without the candidate's prompting	Classroom routines and procedures are insufficient to prevent the loss of instructional time. The candidate attempts to direct the environment but students fail to take it upon themselves to manage instructional grouping, and/or the handle materials without disruptions. Transitions are neither quick nor smooth. Students require continual prompting to follow procedures.
Manages Student Behavior Danielson: 2d edTPA Rubric: 6 IPTS: 4I, 4J, 4K, 4L, 44O, 4P, 4Q EU: 9	Students follow established standards of conduct and self-monitor their behaviors. Candidates monitoring of student behaviors is subtle, proactive and preventative. Candidate uses positive framing to model and reinforce positive behavior. Candidate's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity. <input type="checkbox"/> <input type="checkbox"/>	Most students follow established standards of conduct and self-monitor their behaviors. Candidates monitor student behaviors against established standards of conduct. Candidate uses positive framing to model and reinforce appropriate. Candidate's response to students' inappropriate behavior is consistent, proportionate, and respectful to students. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	There is inconsistent implementation of standards so some students' behaviors challenge the standard of conduct. The candidate is inconsistent with the use of positive framing and redirecting of student behavior. Candidate tries, with uneven results, to monitor student behavior. The candidates response to inappropriate behavior is inconsistent and is sometimes disrespectful <input type="checkbox"/> <input type="checkbox"/>
INSTRUCTION			
Communicates Clearly and Accurately	Candidate clearly communicates learning objectives. Candidate guides students to articulate the relevance of the objective(s).	Candidate communicates learning objectives. Candidate guides students to understand the relevance of the objective(s).	Candidate fails to communicate learning objectives or the learning objective is unclear. Candidate does little to guide students to understand the relevance of the

<p>Danielson: 3a NCTM 2012: 3d IPTS: 5L, 6J EU: 2</p>	<p><input type="checkbox"/>Candidate clearly explains directions and procedures, and anticipates possible student misunderstanding. Candidate's explanation of content is thorough, accurate, and clear enabling students to develop a conceptual understanding of content making connections to their interest, knowledge and experience. Vocabulary is developmentally appropriate.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/>Candidate clearly explains directions and procedures, and anticipates some possible student misunderstanding. Candidate's explanation of content is mostly accurate, and clear enabling students to develop a understanding of content, and attempts to make connections to their interest, knowledge and experience. Vocabulary is developmentally appropriate.</p>	<p>objective(s).</p> <p><input type="checkbox"/>Candidate explains directions and procedures, but sequencing and/or transitions are uneven. Candidate's explanation of content is mostly accurate, and clear enabling students to develop some understanding of content. Connections to their interest, knowledge and experience are not attempted. Vocabulary may be developmentally inappropriate.</p>
<p>Deepens Student Learning</p> <p>Danielson: 3b edTPA Rubric: 8 IPTS: 2K, 2M, 25K, 5L, 5S, 6S EU: 3,6</p>	<p>Candidate elicits and builds on student responses to develop understanding. Candidate facilitates interaction among students so they can evaluate their own ability to understand and apply. Candidate uses a variety of low- and high-level open-ended questions to challenge students cognitively, advance high level thinking and discourse.</p>	<p>Candidate elicits student responses related to the development of understanding. Candidate's questions leads students through a single path of inquiry where answers are seemingly pre-determined with few high level or open-ended questions. Questions are asked with limited "wait time"</p> <p><input type="checkbox"/></p>	<p>Candidate asks primarily surface –level questions and evaluates student response as correct or incorrect OR candidate does most of the talking and students provide few responses. Questions may be developmentally inappropriate. Few students are listening and responding to questions.</p>
<p>Uses Evidence to Evaluate and Change Teaching Practice</p> <p>Danielson: 3d, 3e edTPA Rubric: 10 IPTS: 1H, 3J, 5J, 5P, 7J EU: 4,6</p>	<p>Candidate fully integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Students self- and peer-assess and monitor their progress. Candidate provides individualized feedback that is accurate, specific, and advances learning.</p>	<p>Candidate sometimes integrates formative assessment into instruction and uses it to monitor progress and check for understanding. Few engage in self- and peer-assessment. Candidate provides general feedback that does not advances learning</p>	<p>Candidate fails to integrate formative assessment into instruction and superficially monitors progress and check understanding. Students do not engage in self- and peer-assessment. Candidate provides general or unclear feedback that does not advances learning</p>
Professional Responsibilities			
<p>Feedback and Reflection on Student Learning</p> <p>Danielson: 4a</p>	<p>Candidate can make an accurate assessment of the lesson's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Candidate can</p>	<p>Candidate can describe whether or not the lesson was effective but does not describe the extent to which it achieved the objective(s) or impact on student learning. Candidate can offer general suggestions for improving the</p>	<p>Candidate cannot clearly describe whether or not the lesson was effective nor describe the extent to which it achieved the objective(s) or impact on student learning. Candidate cannot offer general suggestions for improving the lesson or future similar lessons</p>

<p>NCTM 2012: 3g IPTS: 9I, 9K, 9S EU: 1</p>	<p>offer specific alternative practices, complete with probable success of each aspect of practice could have on this or future similar lessons.</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>lesson or future similar lessons</p>	
<p>Growing and Developing Professionally: Evaluate this following the final observation</p> <p>Danielson: 4d NCTM 2012: 6a IPTS: 9K, 9O, 9P, 9Q EU: 3</p>	<p>Candidate initiates opportunity for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skills. Candidate invites meetings and initiates collaborations with colleagues. Candidates have attended multiple professional development activities (e.g. conferences, webinars, Future Teachers' Club) <input type="checkbox"/> related to teaching and learning mathematics <input type="checkbox"/></p>	<p>Candidate participates in opportunity for professional growth and makes an effort to enhance content knowledge and pedagogical skills. Candidate attends meetings and participates in collaborations with colleagues. Candidates have attended one or two professional development activities (e.g. conferences, webinars, Future Teachers' Club) related to teaching and learning mathematics <input type="checkbox"/></p>	<p>Candidate sometimes participates in opportunity for professional growth and makes little effort to enhance content knowledge and pedagogical skills. Candidate attends most meetings and participates in collaborations with colleagues. OR Candidates have not attended professional development activities (e.g. conferences, webinars, Future Teachers' Club) related to teaching and learning mathematics <input type="checkbox"/></p>
<p>Engaging in Continuous Learning: Evaluate this following the final observation</p> <p>NCTM 2012:6b</p>	<p>The candidate actively participated in all PLCs , engaging in the continuous and collaborative activities provided. During senior year they demonstrated leadership and mentorship with the underclassmen and provided the research basis for the activities.</p>	<p>The candidate participated in all PLCs participating in the continuous and collaborative activities provided. During senior year they demonstrated leadership with the underclassmen and provided the research basis for the activities.</p>	<p>The candidate actively participated in all PLCs and their related activities. During senior year they failed to demonstrate leadership and mentorship with the underclassmen or did not provided the research basis for the activities.</p>
<p>Utilizing Resources from Professional Organizations: Final Evaluation</p> <p>NCTM 2012:6c</p>	<p>The candidate can also demonstrate how they have utilized resources from professional mathematics education organizations</p>	<p>The candidate can also demonstrate how they have utilized resources from professional mathematics education organizations</p>	<p>The candidate can not demonstrate how they have utilized resources from professional mathematics education organizations</p>
Discussion			
<p>Conversation between candidate and supervisor regarding knowledge, skills, professional behavior and the agreed upon theme for the</p>	<p>The discussion provides evidence the teacher candidate has developed the knowledge, skills and professional behaviors necessary to examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics.</p>	<p>The discussion provides evidence the teacher candidate has developed the knowledge, skills and professional behaviors necessary to examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics. Evidence spans both middle and</p>	<p>The discussion does not provide evidence the teacher candidate has developed the knowledge, skills or professional behaviors necessary to examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics.</p>

discussion.		high school mathematics.	
NCTM 2012: 7c			
Conversation between candidate and supervisor approaches to mathematics teaching and learning	Candidate can discuss and analyze multiple approaches to mathematics teaching and learning, without prompting include discourse, environment, and assessment.	Candidate can discuss and analyze multiple approaches to mathematics teaching and learning, with prompting include discourse, environment, and assessment.	Lacks the ability to discuss and analyze multiple approaches to mathematics teaching and learning, or even with prompting cannot discuss discourse, environment, or assessment.
NCTM 2012: 7c			

Comments:

Secondary Ed Mathematics Student Teaching Evaluation Addendum, BSEd, MEd

	Accomplished	Proficient	Needs Improvement
Builds Knowledge through Problem Solving NCTM 2012 : 2a, 5a	Applies and adapts a variety of appropriate strategies to build new mathematical knowledge through problem solving. Monitors and reflects on the students' process of mathematical problem solving	Applies appropriate strategies to build new mathematical knowledge through problem solving. Monitors students' process of mathematical problem solving	No purposeful attempt to build new mathematical knowledge through problem solving or monitors students' process of mathematical problem solving
Engages Students NCTM 2012: 5b	Students are actively engaged for the entire period in activities or experiments that include manipulatives or technology	Students are actively engaged for the majority of the period in activities or experiments that include manipulatives or technology	Students are not actively engaged activities or experiments that include manipulatives or technology
Mathematical Communication NCTM 2012: 3d	Communicates mathematical thinking clearly and coherently to peers, students and others. Uses the language of mathematics to express mathematical ideas precisely in written, verbal and symbolic forms.	Communicates mathematical thinking accurately to peers, students and others. Uses the language of mathematics to express mathematical ideas correctly in written, verbal and symbolic forms.	Communication of mathematical ideas is repeatedly unclear or not accurate. Fails to uses the language of mathematics to express mathematical ideas precisely in one or more of the following forms: written, verbal, symbolic.
Make Mathematical Connections NCTM 2012: 2f	Demonstrates how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognizes and applies mathematics in the real world and other disciplines thus showing how mathematical understanding intersects with mathematical practice of problem solving, reasoning and representing.	Demonstrates how mathematical ideas interconnect and build on one another and recognizes and applies mathematics in the real world and other disciplines.	Fails to consistently demonstrates how mathematical ideas interconnect or fails to recognize and applies mathematics in the real world and other disciplines.
Conceptual Understanding	Strives for deep and meaningful conceptual understanding of mathematical ideas and procedures.	Make purposeful attempts to develop conceptual understanding of mathematical ideas and procedures.	Concentrates primarily on the development of procedures and skills.

NCTM 2012: 2a			
Mathematical Representations NCTM 2012: 2b	Selects, applies and translates among numeric, graphical and symbolic representation to solve problems. Uses representations to model and interpret physical, social, and mathematical phenomena.	Makes a purposeful attempt to apply all meaningful numeric, graphical and symbolic representations of specific mathematical concepts. Uses representations to model mathematical phenomena.	Fails to make connections between numeric, graphical and symbolic representations of mathematical concepts.
Use of Technology to Promote Learning NCTM 2012: 4c	Selects appropriate technological tool, such as but not limited to, spreadsheets, dynamic graphing software, computer algebra systems, calculators, and presentation software, that promotes conceptual understanding of a mathematical concepts. facilitates student construction of knowledge, and promotes inductive inquiry.	Uses appropriate technology, as a curriculum amplifier (use of technology to replicate an existing task. e.g. electronic flashcards). The activity provide motivation for students.	Use of technology is inappropriate or ineffective. The technology is used as a curriculum amplifier that is not motivational.
Overall Rating			

Signature of Teacher Candidate _____ Date _____

Signature of Faculty Coach _____ Date _____

Signature of Mentor Teacher _____ Date _____