

SED 494
Spring, 2008
Classroom Management for Secondary Schools
SED 494 is a required course for Secondary Education and 8-12 Certification.
College of Education
Department of Curriculum and Instruction

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Text/Readings: Lindberg, J.A., Kelley, D.E., Swick, A.M. (2005). **Common-Sense Classroom Management for Middle and High School Teachers.** Corwin Press, Thousand Oaks, California.

Tucker, G. (2004). **First Year Teacher Notebook: The Heart of Teaching Series.** GKT Consulting, Inc. (806)353-7291. www.gingertucker.com.

Course Description:

This course is a field-based course requiring extensive, practical field based application (see Field Experience Syllabus for detailed explanation) in the public school setting. In addition, this course provides a survey of classroom management and discipline approaches appropriate in a public school setting. A range of management approaches will be investigated, critiqued, and **applied** to the classroom. All required assignments have detailed assignment sheets and rubrics (see attached) to assist the learner in their growth as a professional educator. The student will be expected to model the management strategies taught in the classroom and be able to justify their management choices.

A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience students will assist a secondary public school teacher, work with small groups of students, and teach lessons in their content areas. For specific requirements see the Secondary Methods Block Field Experience Syllabus (attached).

- **Please note:** A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards
The Candidate will be able to: - organize and arrange a classroom and supplies.	Weekly in class assignments Personal Classroom Management Plan – Ideal Classroom Section * Evaluate the mentor teacher’s classroom arrangement and organization.	Classroom Management Plan – Ideal Classroom Section (see attached Assignment Sheet and rubric) * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.19k, 2.20k, 2.21k, 2.22k 2.18s, 2.19s
The Candidate will be able to: - identify rules, incentives and consequences.	Weekly in class assignments Personal Classroom Management Plan- Discipline Plan Section	Classroom Management Plan- Discipline Plan Section (see attached Assignment Sheet and rubric)	2.14k, 2.16k 2.14s, 2.15s

	* Evaluate the mentor teacher's classroom arrangement and organization.	* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	
The Candidate will be able to: - detail procedures	Weekly in class assignments Personal Classroom Management Plan- Procedures Section * Evaluate the mentor teacher's classroom arrangement and organization.	Classroom Management Plan – Procedures Section (see attached Assignment Sheet and rubric) * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.6k, 2.8k, 2.9k, 2.10k, 2.11k 2.6s, 2.8s 2.9s, 2.10s
The Candidate will be able to plan, in detail, and prepare a plan for the first days of school.	Evaluate a plan for others. Personal Classroom Management Plan- First Day of School Section * Discuss with Mentor Teacher suggestions for the first days of school.	* Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) Personal Classroom Management Plan- First Day of School Section (see attached Assignment Sheet and rubric)	2.4k, 2.5k, 2.6k
The Candidate will be able to utilize Bloom's Taxonomy, Gardner's Multiple Intelligences, Ruby Payne's Poverty research and Learning Styles to plan engaging lessons and develop respect and rapport with their students.	Review each theory for complete understanding. * Plan lesson and teach lesson. * Visit with the mentor about strategies for creating a climate of respect and rapport.	* PDAS Evaluation of lesson by Mentor and University Supervisor * Teacher Work Sample * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.1k, 2.3k, 2.22k 2.1s, 2.4s, 2.20s, 2.21s
The Candidate will be able to compare and evaluate various modes of classroom record keeping.	Internet search for electronic gradebooks. Class discussions on benefits of various methods of record keeping. * Visit with Mentor about record keeping practices.	Comparison chart from internet activity. *Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.11k, 2.12k 2.11s
The Candidate will be able to plan and implement cooperative learning activities.	Work with a group to develop a new cooperative learning activity. Compose a plan for a cooperative learning activity for a particular grade and subject.	Compilation of all cooperative learning activities. * Reflections in Field Experience	2.2k, 2.7k, 2.2s, 2.3s, 2.7s

	<p>* Visit with Mentor about cooperative learning activities and how cooperative learning is used in the classroom.</p> <p>*Plan and implement a cooperative learning activity</p>	<p>Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)</p> <p>* Teacher Work Sample (see rubric in Field Experience Syllabus)</p> <p>* PDAS Lesson Evaluation (see rubric in Field Experience Syllabus)</p>	
<p>The Candidate will be able to compare and evaluate methods of motivating all students.</p>	<p>* Students will discuss motivational strategies with their mentor and find out how different children in the classroom require different strategies.</p> <p>* Collect data on motivational strategies used by the mentor teacher using the Field Experience Log Assignment Sheet</p>	<p>* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)</p>	<p>2.13k, 2.17k, 2.18k, 2.23k</p> <p>2.1s, 2.16s, 2.17s</p>
<p>The Candidate will be able to determine, from a variety of methods, how best to include administrators, counselors, other teachers and parents and other professionals (as needed) into their students' learning.</p>	<p>Role play parent-teacher conferences, positive phone calls home.</p> <p>Classroom Management Plan – Substitute Folder Template</p> <p>* Interview mentor teacher concerning administration, counselor and other teacher involvement.</p> <p>* Visit with principals and counselors about various roles they play in the classroom.</p>	<p>* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)</p> <p>Classroom Management Plan – Substitute Folder Template (see attached Assignment Sheet and rubric)</p>	<p>2.12k, 2.15k</p>

* Web address for state standards: <http://www.tea.state.tx.us>

* Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

* Web link to TExES study guides: <http://texas.ets.org/>

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES
STANDARDS AND COMPENTENCIES FOR THIS COURSE**

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*. **In this course, we will focus on Standard II.**

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II. Creating a Positive, Productive Classroom Environment.

Standard II includes two Competencies (5) and (6).

- **Competency 005** - The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Competency 006** - The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Course Format:

This course will be taught through lecture, modeling, small group work, cooperative learning, in class activities and field experience. To be successful, students are encouraged to manage time and assignments.

A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience students will assist a secondary public school teacher, work with small groups of students, and teach lessons in their content areas. For specific requirements see the Secondary Methods Block Field Experience Syllabus (attached).

Course Content:

During the semester, we will cover the following topics:

- Classroom Arrangement and Materials Organization
- Developing Rules and Procedures
- Creating a Discipline Plan
- Managing Student Work
- Preparing for the First Days of School
- Proactive Management
- Parent Communication
- Managing Problem Behaviors
- Managing Groups/Diversity
- Preventive, Supportive and Corrective Discipline
- Positive Communication

IDEA Objectives for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions).

Course Requirements:

Your grade in this course is based on two components:

Component I. Class Work Assignments

Component II. Field Experience Assignments (see Secondary Methods Block Field Experience Syllabus).

The total number of points possible in this course is 2100. These points are divided as follows:

Component I- Class Work Assignments (Course Specific): Total Points – 700 points**Bell Work – 100 points (Competencies 5 and 6)**

Each day as you enter class, you will be given an activity. You will have about 5 to 10 minutes to complete the activity. When time is called the work will be picked up. Late arrivals will not be given credit for the activity.

In Class Assignments – 250 points (Competencies 5 and 6)

During the semester, I will often assign work to be completed in class. To receive credit, you must be present, complete the assignment, and turn it in to me to be graded.

Academic and Performance Goals (KWL Chart)– 50 points (Competencies 3, 5, 6)

To improve in any area, we must set goals. So, to help you improve as a teacher we require that you consider academic and performance areas where you would like to improve. At various times in the semester, we will reflect upon your progress toward your goals.

Cooperative Learning Activity – 100 points (Competencies 5 and 6)

Each student will contribute a cooperative learning activity to a class cooperative learning booklet. Activities may be from student's personal experience, the internet, or mentor's classroom.

Personal Classroom Management Plan – 200 points (Competencies 5 and 6)

Each student will write a personal classroom management plan. This plan will include your Philosophy of Teaching, a discipline plan, first day plan, procedures and transitions and many other items that will help to prepare you for your first year in the classroom. The assignment sheet and rubric for this plan will be distributed later in the semester.

Component II- Field Experience Assignments (Common to the Block): Total Points – 1400 points

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher's Feedback – 50 points (4 @ 12.5 points each)**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES! ☺
- **Overall Mentor Teacher's Disposition Evaluation – 150 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods' classroom. To assist you in this process, your methods' instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a "habit of mind". In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)
- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**
As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**100 points**)

- PDAS Evaluation Form completed by mentor **(100 points)**
- **Weekly Field Experience Reflection –150 points**
 At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.

 At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.
- **Walk-Through Feedback – No points**
 As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, GROWTH NOT GRADES! ☺

Evaluation:

Component I- Class Work Assignments:

Bell Work	100
In Class Assignments	250
Academic and Performance Goals (KWL)	50
Cooperative Learning Activity	100
Personal Management Plan	200
Subtotal	700 possible points

Component II. Field Based Assignments:

PDAS Observations, lesson plans and reflections (2 packets)	300
Monthly Mentor Teacher’s Disposition Evaluation	50
Overall Mentor Teacher’s Disposition Evaluation	150
Mentor’s total evaluation points	500 possible points

Teacher Work Sample	550
PDAS Observations and lesson plans	200
<u>Bi- Weekly Field Experience Reflection</u>	150
Professor’s total evaluation points	900 possible points

Total for class 2100 possible points

Grading Scale

- A = 1890 to 2100
- B = 1680 to 1879
- C = 1470 to 1679
- Below 1470 = D (must repeat the course)

Expectations:

Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experiences. Course grades may be lowered up to one-half letter grade for each one-hour absence in excess of three hours. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

Attendance (absences, tardies, early exits) will be documented each day. After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. **10% of the total points for the assignment will be deducted each class period it is late.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Tardies and early exits are defined as 15 minutes. If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

Assignment Re-Dos:

You are always welcome to re-do assignments when your grade is below a B (below 80%). Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, that **resubmission must be made on the following class day.**

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will meet three to four hours each week. That leaves a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. **It is expected that if you enrolled in this course, you can meet the time requirements.**

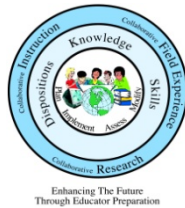
Professionalism:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

Bibliography:

- DeFrates-Densch, N. (2008). *Case Studies in Child and Adolescent Development for Teachers*. McGraw-Hill Higher Education: Boston.
- Emmer, E., Evertson, C. and Worsham, M. (2006). *Classroom Management for Middle and High School Teachers, seventh edition*. Pearson: Boston.
- Feinstein, S. (2004). *Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents*. The Brain Store: San Diego.
- Glasgow, N. and Hicks, C. (2003). *What Successful Teachers Do: Research-Based Classroom Strategies for New and Veteran Teachers*. Corwin Press: Thousand Oaks, California.
- Hardin, C. (2008). *Effective Classroom Management: Models and Strategies for Today's Classrooms, second edition*. Pearson: Upper Saddle River, New Jersey.
- Krononwitz, E. (2008). *The Teacher's Guide to Success*. Pearson Education: Upper Saddle River, New Jersey.
- Levin, J. and Nolan, J. (2007). *Principles of Classroom Management: A Professional Decision-Making Model, fifth edition*. Pearson Education: Upper Saddle River, New Jersey.
- Rubinstein, G. (1999). *Reluctant Disciplinarian: Advice on Classroom Management from a Softy who became (eventually) a Successful Teacher*. Cottonwood Press, Inc.: Fort Collins, Colorado.
- Smith, R. (2004). *Conscious Classroom Management: Unlocking the Secrets of Great Teaching*. Conscious Teaching Publications: San Rafael, California.
- Wong, H. and Wong, R. (2004). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications, Inc.

Secondary Methods Block Field Experience Syllabus



This part of the syllabus is common to all three courses (RDG 492, SED 464 and SED 494) in the Secondary Methods Block. Therefore, each course incorporates the 1400 Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Block.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all three Methods' courses.

In addition, at least 50% of your grade in this class is based upon activities relating to field-based hours. Our field based site for the Spring 2008 semester include schools in Conroe Independent School District and Willis Independent School District.

- **How many hours of Field Experience is required?**

For the Secondary Methods Block, all students are required to complete a minimum of 75 hours in the assigned secondary public school classroom. These hours are divided between the three Methods courses as follows:

- RDG 492 15 hours
- SED 464 30 hours
- SED 494 30 hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...**GROWTH NOT GRADES!** ☺

- **How do I get started in Field Experience?**

The first day of field experience includes an orientation and tour of the assigned school. During this tour and orientation, you will meet and talk with several administrators, counselors and support staff at the school. In addition, you will get to meet your mentor teacher and see your assigned classroom.

- **How do I get a mentor teacher?**

Your mentor teacher will be assigned by the administrators at your assigned campus based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is ... **GROWTH NOT GRADES!** ☺) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (PDAS) for these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student teaching will become.

- **How will I be assessed during Field Experience?**

Field Experience Assignments (Common to the Block): Total Points – 1400 points

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher’s Feedback – 50 points (5 @ 10 points each)**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES! ☺
- **Overall Mentor Teacher’s Disposition Evaluation – 150 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods’ classroom. To assist you in this process, your methods’ instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a “habit of mind”. In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**

As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format **(100 points)**
- PDAS Evaluation Form completed by mentor **(100 points)**

○ **Weekly Field Experience Reflection –150 points**

At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.

At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.

○ **Walk-Through Feedback – No points**

As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, GROWTH NOT GRADES! ☺

Assignment Sheets and Rubrics

Lesson Plan:

Name: _____

Grade Level: _____

Subject: _____

Title of Lesson: _____

Establishing the Lesson Framework

TEKS:

Applicable Student Expectations:

Objective:

Rationale:

Designing Supportive Learning Environments

Materials:

Setting:

Student Needs:

Instructional Strategies:

Introduction/Focus:

Instructional Procedure:

Closure:

Evaluation Strategies

Pre- Assessment:

Formative:

Summative:

Rubric if used:

LESSON PLAN RUBRIC

Establishing the Lesson Framework			
Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
TEKS/ Applicable Student Expectations	The <i>entire</i> knowledge and skill statement and student expectation(s) are clearly written and aligned with the goals and objectives of the lesson.	The knowledge and skill statement and student expectation(s) are written and aligned with the goals and objectives of the lesson.	The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson.
Objective	The objective . . . <ul style="list-style-type: none"> • clearly identifies knowledge or skill, and • describes in detail the action that will take place (<i>not an activity</i>), and • describes in detail the conditions under which the action will take place, and • is measurable. 	The objective . . . <ul style="list-style-type: none"> • somewhat identifies knowledge or skill, and • describes the action that will take place (<i>not an activity</i>), • describes the conditions under which the action will take place, and • is measurable. 	The objective <i>does not</i> . . . <ul style="list-style-type: none"> • identify the knowledge or skill, and/or • describe the action that will take place (<i>not an activity</i>), and/or • describe the conditions under which the action will take place, and/or • is not measurable.
Rationale	The rationale describes in detail the significance of the lesson and is reasonably supported.	The rationale describes the significance of the lesson and is reasonably supported.	The rationale <i>does not</i> describe the significance of the lesson and/or is not reasonably supported.

Designing Supportive Learning Environments

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
Materials	<i>All</i> supporting materials/resources needed for the lesson are <i>explicitly</i> identified/ referenced.	<i>Most</i> supporting materials/resources needed for the lesson are identified/ referenced.	<i>Few or no</i> supporting materials/resources needed for the lesson are identified/ referenced.
Setting	<p>The description of the classroom environment supports the lesson and includes</p> <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. 	<p>The description of the classroom environment includes</p> <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. 	<p>The description of the classroom environment <i>does not</i> include all necessary components such as</p> <ul style="list-style-type: none"> • classroom arrangement; • materials management; • student grouping; • technology needs; and/or • safety concerns.
Student Needs	Student characteristics are specifically identified including a description of prior knowledge and special learning and physical accommodations/modifications.	Student characteristics are generally identified including a description of prior knowledge and special learning and physical accommodations/modifications.	Student characteristics are <i>not</i> identified and/or <i>do not include</i> a description of prior knowledge and special learning and physical accommodations/modifications.

Instructional Strategies

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
Introduction/Focus	The introduction/focus ... <ul style="list-style-type: none"> • captures students' interest, and • motivates student learning, and • activates prior knowledge; and • connects to the overall learning objective. 	The introduction/focus ... <ul style="list-style-type: none"> • engages students' interest, and • promotes student learning, and • acknowledges prior knowledge; and • addresses the overall learning objective. 	The introduction/focus <i>does not</i> ... <ul style="list-style-type: none"> • engage students' interest, and/or • promotes student learning, and/or • acknowledge prior knowledge; and/or • address the overall learning objective.
Instructional Procedure	The instructional design for this lesson... <ul style="list-style-type: none"> • is aligned with the overall learning goals and objectives; • supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc . . • includes all necessary components for the instructional model are included. 	The instructional design for this lesson... <ul style="list-style-type: none"> • is aligned with the overall learning goals and objectives; • supports a particular instructional models, • includes most necessary components for the instructional model(s). 	The instructional design for this lesson... <ul style="list-style-type: none"> • is not aligned with the overall learning goals and objectives; • does not support a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc and/or • does not include all necessary components for the instructional model are included.
Closure	The lesson closure provides opportunities <i>for the learner</i> to be included in the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure <i>does not</i> provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.

Evaluation Strategies

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
<p style="text-align: center;">Assessment/ Evaluation</p>	<p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation <i>does not</i> measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are <i>few or no</i> opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment <i>does not</i> include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>

Name _____

Subject/Grade Level _____

Classroom Management Plan – 200 maximum points Assignment Sheet

Purpose: This assignment is designed to assist the teacher candidate in creating and planning detailed and realistic effective classroom management strategies. The assignment covers a variety of topics which will be discussed in class and with your mentor teacher. When this assignment is complete, the teacher candidate will have a detailed personal classroom management plan.

Assignment: As portions of the classroom management plan are assigned, students will completely answer all questions listed under each topic. The student should completely answer each question. To receive full credit, a student must not only answer the questions completely but must also relate their answers to information learned in this or any other education class and /or describe a related personal experience.

For example..... Ideal Classroom (*max 10 points each*) Total Points _____ (30)

_____ Describe the classroom the rest of your paper relates to including:
grade level

For #1 grade level, just writing, "I want to teach 11th grade." is not enough to get full credit. This is an example of completely answering the question, however, to receive full credit a more complete answer would be, "I would like to teach 11th grade because this is the year when students complete their extensive research paper and read the novels I enjoy the most. I feel I could contribute to this grade level best because of my background working for the Research Department at Sam Houston State University."

Requirements: This is a professional paper! Therefore, it should be typed, spell checked, grammar checked, referenced, etc. In other words, this professional paper should be error free, or at least very close to it. You will lose one point for every error. So, utilize the free tutoring and proofreading in the Writing Center.

It is recommended that you use the same font (font of 12) throughout the paper. Please double space all sections of this paper. For some parts of the plan, if you wish, you may use decorative paper (section dividers, letter to parents). Just keep it professional; pretend you will submit it to the principal at the school where you really, really want to work.

Procedure: Complete each section of the Classroom Management Plan when due. Each time you turn in a section of the paper, please attach the rubric with a PAPERCLIP. Make sure to write your name, your content area, and the grade level on the rubric.

When the graded section and the rubric are returned to you, put them in your notebook under the "Classroom Management Plan" divider. You may want to correct each section of your plan, so it is ready for your portfolio.

Rubric

Remember: Answer ALL questions completely AND relate to previously learned information and/or a personal experience!!

1. Ideal Classroom (max 10 points each) Total Points _____ (30)

- a. _____ Describe the classroom the rest of your paper relates to including:
 - 1. grade level
 - 2. number of students, subjects taught
 - 3. community (SES, ethnicity, urban, suburban, rural, etc.- explain AEIS report)
 - 4. AEIS (include a copy of the most recent yearly campus report)
 - 5. Why did you pick this school and/or environment?
- b. _____ Draw a labeled diagram of your ideal classroom. Be sure to include furniture placement, storage, display, instructional areas, etc.
- c. _____ Explain how this arrangement is best for your students, you, and your instructional strategies.

Ideal Classroom Rubric (30 points possible)

	C (20 points)	B (24 point)	A (30 points)
For each question in the Ideal Classroom Assignment Sheet .	Student did not completely answer the question and did not adequately relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the question but did not adequately and/or thoughtfully relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the questions AND thoughtfully related their answers to information learned in this or any other education class and/or described a related personal experience.

2. First Day Plan (max points as shown below) Total Points _____ (30)

- a. _____ Outline and detail your first day of teaching (including times and explanation of activities).
Be sure to include each of the following within the outline:
- b. _____ Opening activities
- c. _____ How you introduce yourself and the class
- d. _____ What activities will you include the first day?
- e. _____ How will you dismiss the class?

First Day Plan Rubric (30 points possible)

	C	B	A
Outline	Student did not completely outline their first day of teaching. (10 possible points)	Student completely outlined their first day of teaching with times however the explanations of all activities was brief. (12 possible points)	Student completely outlined their first day of teaching with times and detailed explanations of all activities (15 possible points)
Opening Activities, Introductions, Activities, Dismissal Procedures	Student did not incorporate opening activities, introductions, activities, and dismissal procedures. (10 possible points)	Student incorporated opening activities, introductions, activities, and dismissal procedures. (12 possible points)	Student thoughtfully incorporated opening activities, introductions, activities, and dismissal procedures. (15 possible points)

3. Rules and Procedures (max points as shown below)

Total Points _____ (30)

- a. ____ Identify 5 procedures you will incorporate into your classroom.
- b. ____ List the steps in each of the 5 procedures.
- c. ____ List your 3 to 5 rules.
- d. ____ Explain your reasons for each rule.
- e. ____ Describe in detail how you will present your rules to the class.

Rules and Procedures Rubric (30 points possible)

	C (20 points)	B (24 point)	A (30 points)	
For each question in the Rules and Procedures Assignment Sheet.	Student did not completely answer the question and did not adequately relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the question but did not adequately and/or thoughtfully relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the questions AND thoughtfully related their answers to information learned in this or any other education class and/or described a related personal experience.	

4. Discipline Plan (max 5 points each)

Total Points _____ (30)

- a. ____ List and explain your consequence hierarchy.
- b. ____ What class incentives will you incorporate? How?
- c. ____ What individual incentives will you incorporate? How?
- d. ____ How will you motivate "difficult" students?
- e. ____ When and how will you involve parents, counselors, other teachers and administrators in the discipline process?

Discipline Plan Rubric (30 points possible)

	C (20 points)	B (24 point)	A (30 points)	
For each question in the Discipline Plan Assignment Sheet.	Student did not completely answer the question and did not adequately relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the question but did not adequately and/or thoughtfully relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the questions AND thoughtfully related their answers to information learned in this or any other education class and/or described a related personal experience.	

5. Parent Communication (max points as shown below)

Total Points _____ (30)

- a. ____ Include an introductory letter to parents. Be sure to include each of the following components:
 - 1. your introduction.
 - 2. an explanation of your discipline plan.
 - 3. your contact information.
 - 4. parent and student signature page.

Please answer each of the following separately and completely.

- b. ____ Plan for positive communication to parents--include frequency and strategies.
- c. ____ Agenda for parent conference and phone calls home.
- d. ____ How do you plan to involve parents in your classroom learning community?

Parent Communication Rubric (30 points possible)

	C	B	A	
Introductory Letter to Parents	Letter to parents was unprofessional or had many errors. Several components were not included. (10 possible points)	Letter to parents was professionally written with no more than two errors. All components were not present. (12 possible points)	Letter to parents was professionally written and error free. It included introductions, explanation of discipline plan, contact information, parent and student signature page. (15 possible points)	
Plan for positive parent communication, conference agenda, and parental involvement (b, c, d)	Student did not completely answer the question and did not adequately relate their answers to information learned in this or any other education class and/or described a related personal experience. (10 possible points)	Student completely answered the question but did not adequately and/or thoughtfully relate their answers to information learned in this or any other education class and/or described a related personal experience. (12 possible points)	Student completely answered the questions AND thoughtfully related their answers to information learned in this or any other education class and/or described a related personal experience. (15 possible points)	

6. Diverse Learners

Total Points ____ (20)

- a. ____ Reflect on your ideal classroom. Based on what you now know about diverse learners from Field Experience and the textbooks, what would you change? Why?
- b. ____ What would work well? Why?
- c. ____ What strategies will you employ to reach and engage diverse learners?

Diverse Learners Rubric (20 points possible)

	C (12 points)	B (16 point)	A (20 points)	
For each question in the Discipline Plan Assignment Sheet.	Student did not completely answer the question and did not adequately relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the question but did not adequately and/or thoughtfully relate their answers to information learned in this or any other education class and/or described a related personal experience.	Student completely answered the questions AND thoughtfully related their answers to information learned in this or any other education class and/or described a related personal experience.	

7. Assignment Portfolio Justification (5 points each)

Total Points ____ (30)

- a. ____ For each of the six portions of the Classroom Management Plan, you will need to write a justification explaining where and how this assignment fits into your Portfolio.
- b. ____ Be sure to follow the rubric. Use the language of the competency, explain how the assignment demonstrates your learning of the competency, and connect the assignment to the competency.

Justification Rubric (30 total points possible)

	C (1 point)	B (3 points)	A (5 points)
Uses language from the competency or disposition	Candidate does not quote from the competency or disposition.	Candidate quotes directly from a competency or disposition.	Candidate quotes directly from a competency or disposition related to the assignment.
Explains assignment as it relates to the competency or disposition	Candidate does not completely explain the artifact (assignment).	Candidate completely explains the artifact (assignment) but does not relate it to the competency or disposition.	Candidate completely explains the artifact (assignment) in relation to the competency or disposition.
Connects the competency or disposition to the artifact (assignment)	Candidate does not connect the significance of the artifact (assignment) to the competency or disposition.	Candidate does not effectively connect the significance of the artifact (assignment) to the competency or disposition.	Candidate effectively connects the significance of the artifact (assignment) to the competency or disposition.

Teacher Work Sample

Contextual Factors Rubric

TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	5	
Knowledge of Student Characteristics and Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities.).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/ disabilities) That may affect learning.	Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	5	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	5	
Knowledge of Students' Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.	5	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student characteristics, student skills, and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student characteristics, student skills, and community, school, and classroom characteristics.	Teacher provides 6 specific implications for instruction and assessment based on student characteristics (2), student skills (2), and community, school, and classroom characteristics (2).	5	

Learning Goals Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goals.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Significance,	Goals reflect only one type	Goals reflect several	Goals reflect several types		

Challenge and Variety	or level of learning.	types or levels of learning but lack significance or challenge.	or levels of learning and are significant and challenging.	10	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	10	
Appropriateness for Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	20	
Alignment with National, State or Local Standards	Goals are not aligned with national, state, or local standards.	Some goals are aligned with national, state, or local standards.	Most of the goals are explicitly aligned with national, state, or local standards.	10	

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Alignment with	Content and methods of	Some of the learning goals are	Each of the learning goals is		

Learning Goals and Instruction	assessment lack congruence with learning goals or lack cognitive complexity.	assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	15	
Clarity of Criterion and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	15	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research reports, etc.) and assesses student performance throughout the instructional sequence.	15	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	15	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	15	

Design for Instruction Rubric

TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning outcomes.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	20	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	20	
Lesson and Unit Structure	The lessons within the unit are not logically organized (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	20	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety if instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	20	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology, but it does not make a significant contribution to teaching OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching or learning OR provides a strong rationale for not using technology.	20	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	20	

Instructional Decision-Making Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	5	
Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by analysis of student learning/ performance, best practice, or contextual factors. Include explanation of why the modification would improve student progress.	15	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	5	

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors or representation.	10	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class and two individuals.	10	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn for the data.	15	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal.	15	

Reflection and Self-Evaluation Rubric

TWS Standard: *The teacher analyzes the relationship between his/her instruction and student learning in order to improve teaching practice.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Possible Points	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some student did not meet learning goals.	5	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for the success or lack thereof.	5	
<i>Alignment Among Goals, Instruction and Assessment</i>	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in discussion of student learning and effective instruction.	5	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	5	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	5	