**Student Teaching Seminar**  
*EDU 465/565 Fall 2013*  
Classroom Management and Assessment: The Elementary School  
(Undergraduate and Graduate)

*EDU 425/525 Fall 2013*  
Classroom Management and Assessment: The Secondary School  
(Undergraduate and Graduate)

Mondays 4:00 p.m. - 6:45 p.m. CECE 167

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>By Appointment</td>
<td>Instructor: Linda Espinoza Edmonds</td>
</tr>
<tr>
<td></td>
<td>Adjunct Professor of Education</td>
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<td></td>
<td><a href="mailto:edmondsl@easternct.edu">edmondsl@easternct.edu</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 860.456.3879 x389</td>
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<td>Cell: 860.428.1874</td>
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**CATALOGUE DESCRIPTION AND COURSE PREREQUISITES**

**Purpose of the Course:** Examination of the elementary and secondary school, its organization and curriculum. Trends and issues that influence how instruction is implemented, managed, and assessed are discussed. Adaptations and interventions for a variety of learners and environments are considered.

**EDU 465 Co-requisite EDU 470 STUDENT TEACHING (A TIER III COURSE)**  
**EDU 565 Co-requisite EDU 570 STUDENT TEACHING**
Graduate Student Teaching Seminar: Elementary Education  
Prerequisites: Admission to the graduate teacher education program, completion of all required coursework, and approval of Director of Educational Experience

**EDU 425 Co-requisite EDU 470 STUDENT TEACHING (A TIER III COURSE)**  
**EDU 525 Co-requisite EDU 570 STUDENT TEACHING**
Graduate Student Teaching Seminar: Secondary Education  
Prerequisites: Admission to the graduate teacher education program, completion of all required coursework, and approval of Director of Educational Experience
EDU 465 / 565 – Elementary Education

Required Text:

Recommended Texts:

EDU 425 / 525 – Secondary Education

Required Text:

Recommended Texts:

American’s With Disabilities Act (ADA) Policy: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please understand that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Electronic communication: Effective August 1, 2009, email became an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that their professor would receive email sent from outside providers. Sign up for EASTERN ALERT: seminars will be held if Eastern is open.

Academic Services: Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://academicaffairs.easternct.edu/ASC-FAQs.html

H1N1 Flu policy: If you develop flu symptoms, do not go to classes, your jobs or participate in athletic or other activities. (Flu symptoms include fever ~ 100° or higher along with a bad cough, body aches and/or a sore throat.) Keep your distance from others. If you can’t avoid close contact with others, please consider using a facemask to cover your nose and mouth. DO NOT RETURN TO CLASSES OR NORMAL ACTIVITIES UNTIL YOUR FEVER HAS BEEN GONE FOR AT LEAST 24 HOURS WITHOUT THE USE OF FEVER-REDUCING MEDICATIONS.
Stay informed by going to www.easternct.edu/fluwatch for any new information and updates on H1N1.
COURSE ASSIGNMENTS AND DESCRIPTIONS:

Student Teaching Portfolio Assignments (50 points). On BlackBoard/Vista under Assignments you will find the twenty components that will comprise your Student Teaching Portfolio. These can be viewed as 3 sections. SEE ADDITIONAL POSTED DOCUMENTS FOR MORE DETAILED DESCRIPTIONS OF SOME OF THE ASSIGNMENTS.

Participation & Attendance (20 points): The Student Teaching Seminar is a required course for your program. To make this requirement less burdensome the number of seminar meetings on-campus during the semester has been reduced to seven while the remainder of the class work is conducted on-line. You are expected to attend 7 seminars and be on time each week. To accommodate those with longer travel distances and later dismissals, class will begin at 4:15. The professor will be available in the classroom from 4:00 – 4:15. Your cooperating teacher (CT) has been notified of this requirement and should release you so that you may safely get to campus; if there is a problem please let the seminar instructor and Mary Grace Shifrin know immediately.

Principles of Prevention Course - Bullying, Suicide Prevention, Youth Violence Prevention (10 points). This CDC (Centers for Disease Control) course offers continuing education credits—teaches key concepts of primary prevention, the public health approach, and the social-ecological model. Participants complete interactive exercises to learn to help prevent five types of violence:

- Child abuse and neglect
- Intimate partner violence
- Sexual violence
- Suicide
- Youth violence

Allow 2 hours to complete. PLEASE SAVE and SUBMIT a copy of your CERTIFICATE OF COMPLETION. [http://www.cdc.gov/ViolencePrevention/POP.html](http://www.cdc.gov/ViolencePrevention/POP.html)

UNDERGRADS - Reflective Teachers’ Discussion Board (20 points)
Every two weeks a new question / questions (5 discussion strands) will be posted on the Blackboard course site and UNDERGRADS will be expected to post a Personal Reflection to each posting and will be expected to comment on at least two other classmates’ comments. Final week submission of the Disposition Rubric as a Self-Evaluation is required.

GRAD STUDENTS - Reflective Teachers’ Discussion Board & Electronic Journal Entries (20 points).
Part A - Every two weeks a new question / questions (5 discussion strands) will be posted on the Blackboard course site and GRAD STUDENTS will be expected to post a Personal Reflection to each posting and will be expected to comment on at least three other classmates’ comments.
Part B - You will also be expected to keep an electronic journal in the Blackboard site. These will be set up where only you and Prof. Edmonds will have access. Each entry should reflect the focus as listed on the syllabus. Since only one entry per each two week period is required, you should be thorough and truly reflective in your journal entries. Your journal will be read intermittently and you will not be expected to share these entries with the class. Please just put the date at the beginning of each entry and continue with your entries as a discussion thread.
Part C – Final week submission of the Disposition Rubric as a Self-Evaluation is required.
Portfolio Scoring Rubrics will be available online and discussed in class. You will schedule a 20 minute interview with the professor the last two weeks of class to present and score your portfolio and receive your final course grade. Your portfolio may be delivered as a 3 ring binder, on a CD ROM or as an electronic portfolio.

GRADING:

<table>
<thead>
<tr>
<th>UNDERGRADUATES</th>
<th>COMPONENT</th>
<th>GRADUATE STUDENTS</th>
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</table>
| 50 points      | STUDENT TEACHING PORTFOLIO  
Students will follow the specific document related to: 
Elementary School or Secondary School | 50 points |
| 20 points      | PARTICIPATION and ATTENDANCE | 20 points |
| 10 points      | PRINCIPLES OF PREVENTION COURSE 
http://www.cdc.gov/ViolencePrevention/POP.html 
Submission of Certificate of Completion | 10 points |
| 20 points      | BECOMING A REFLECTIVE TEACHER  
• Discussion Board weekly  
• Posting + 2 comments  
• Disposition Rubric | 20 points  
• Discussion Board weekly  
• Posting + 2 comments  
• Disposition Rubric |

Grading:  
A 95 – 100  
A- 90 – 94  
B+ 87 – 89  
B 84-86  
B- 80-83  
C+ 77-79  
C 74–76  
FAIL < 70  
Education Department will not accept less than C.
<table>
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<tr>
<th>CLASS #</th>
<th>DATE</th>
<th>OG/OL</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1</td>
<td>9/9/2013</td>
<td>OG</td>
<td>• Introductions</td>
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<td>• Building a Professional Learning Community</td>
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<td>• Seminar Overview</td>
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<td>• Review Grading</td>
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<td>• Student Teaching Overview</td>
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<td>2</td>
<td>9/16/2013</td>
<td>OL</td>
<td>• TEAM Module 1 – Class Environment</td>
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<td>3</td>
<td>9/23/2013</td>
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<td>• Expectations</td>
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<td>• Explicit Instruction</td>
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<td>• CHAMPS / ACHIEVE</td>
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<td>4</td>
<td>9/30/2013</td>
<td>OL</td>
<td>• TEAM Module 2 – Planning for Active Learning</td>
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<td>• Curriculum Mapping</td>
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<td>10/7/2013</td>
<td>OG</td>
<td>• DDDM</td>
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<td>6</td>
<td>10/14/2013</td>
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<td>• TEAM Module 3 – Instruction for Active Learning</td>
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<td>• Process Skills</td>
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<td>• Bloom Revised</td>
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<td>• Depth of Knowledge</td>
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<td>7</td>
<td>10/21/2013</td>
<td>OG</td>
<td>• SRBI and RtI (Strategic Research Based Intervention, Response to Intervention)</td>
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<td>• Strategic Instruction</td>
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<td>• Univ of Kansas - Strategic Instruction Model</td>
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<td>• Unit Organizer</td>
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<td>• FRAME</td>
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<td>8</td>
<td>10/28/2013</td>
<td>OL</td>
<td>• DDDM – Tracking Data &amp; Analysis</td>
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<td>• Using Excel</td>
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<td>• TEAM Module 4 – Assessment</td>
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<td>• TEAM Module 5 – Professional Responsibility</td>
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<td>• Family Engagement – Parents as Active Partners</td>
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<td>11</td>
<td>11/18/2013</td>
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<td>• SEED</td>
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<td>• Preparing for Your Career as a Teacher</td>
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<td>12</td>
<td>11/25/2013</td>
<td>OL</td>
<td>• Professional Learning Community – Building Resources</td>
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<td>13</td>
<td>12/2/2013</td>
<td>OG</td>
<td>• Portfolio Presentations</td>
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<td>14</td>
<td>12/9/2013</td>
<td>OG</td>
<td>• Schedule 20 Minute Appointments for Portfolio Review</td>
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<tr>
<td>15</td>
<td>12/16/2013</td>
<td>OG</td>
<td>• Schedule 20 Minute Appointments for Portfolio Review</td>
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PORTFOLIO ASSIGNMENTS for ELEMENTARY EDUCATION
APPENDIX

Your portfolio assignments should maintain confidentiality. Please do NOT use the names of the school, district, cooperating teacher, personnel or students in your portfolio. You may refer to your Cooperating Teacher as “Cooperating Teacher” or “CT”. Please assign a code to your students that you use consistently throughout the portfolio. The code can be any combination of letters/numbers that you choose. Some teacher candidates have found it useful to have the code indicate gender or special needs; this is up to you.

Exceptions:
- Assignment 20 will indicate the grade level, school, and district
- Your resume will indicate your student teaching placement

Present all data in EXCEL with clear labels.
The portfolio components should be submitted on Blackboard/Vista for feedback from the professor. If you have student work or other artifacts that don’t meet these criteria please photocopy, scan or photograph to meet this requirement.

Section I: (Assignments 1-8). These brief assignments will be completed during the first 3 weeks of the semester. Together they serve to orient you to your placement and prepare you for your future job search. They will help you prepare for TEAM Module 1. Some of these assignments may be completed before the semester begins.

1. Resume
   Include your student teaching placement on your resume. Traditionally the sections are: Education, Teaching Experience (include student teaching and clinicals), Other Experience, Related skills

2. Community Overview Part One:
   Describe the learning community including classroom demographics and culture. Briefly discuss the engagement strategies, and classroom management techniques used in your student teaching classroom. Make note of any ongoing programs in the classroom or school (e.g. PBS, Responsive Classroom).

Describe the learning community (1-2 pages). You should begin by reviewing the most recent Strategic School Profile:

- Demographics
  - Provide a description of the district
  - School vision and mission statements (if available)
  - Describe the class: gender, ethnicity, special needs
- Classroom culture
  - Describe physical classroom, grouping arrangements, centers, etc.
  - Classroom rules
  - Overall impressions
- Briefly discuss the engagement strategies, and classroom management techniques
  - Note of any ongoing programs in the classroom or school (e.g. PBS, Responsive Classroom) and cite references to related research.
3. Model introductory letter home to parents.
   Introductory letter home to parents (1 page):
   Include your contact information (use placement information – DO NOT USE EASTERN INFORMATION)
   Note: You may write this letter for your student teaching placement, in which case it needs to be approved by the CT and perhaps the principal OR you may write it as a letter you anticipate sending home to parents when you have your own classroom.

4. Community Overview Part Two
   Briefly discuss the Math and Reading Language Arts curriculum you are using. Name any programs or approaches that are used and the underlying philosophies. Describe the supports available to implement the curriculum including resource staff and professional development. Describe the assessment system that is used at your grade level including formative and summative assessment tools to measure student progress in the curriculum.

   A. Describe the curriculum (2-3 pages)
      • Briefly discuss the Reading/ Language Arts curriculum you are using. Name any programs or approaches that are used and the underlying philosophies. Cite references.
      • Briefly discuss the Math curriculum you are using. Name any programs or approaches that are used and their underlying philosophies. Cite references.
      • Describe the supports available to implement the curriculum including resource staff and professional development.
      • Describe the assessment system that is used at your grade level including formative and summative assessment tools to measure student progress in the curriculum.

5. EXCEL spreadsheet showing summative data on your students for literacy and numeracy. This is whatever the Cooperating Teacher has available at the time you begin your placement. It may be data from the previous year or current year benchmark data.
   The EXCEL spreadsheet showing summative data on your students for literacy and numeracy (Please show both on one spreadsheet) should provide a general overview of your class – it may consist of Benchmark or CMT data from the previous year. Or whatever data is immediately available on your class. It is not your pre-assessment data. You will need to code your students for this assignment.

6. The Instructional Process:
   Briefly discuss the planning process for instruction. Describe the formative assessment process and how data is collected and used, who participates, the time allotted and how feedback is provided. Specifically cite the differentiation strategies employed in your classroom (please address content, process and product).

   Discuss the planning process for instruction.
   • Describe the formative assessment process
   • How data is collected
   • How is data used
   • Who participates
   • The time allotted
   • How feedback is provided.
Discuss instructional delivery
- Grouping
- Transitions
- Differentiation strategies employed in your classroom (please address content, process and product)

Discuss feedback
- Verbal
- Written
- Teacher
- Peer
Homework

7. Include a model update sheet to students and parents.
This could literally be a "sheet" or it could be a concept or idea.

If you don’t design a sheet, then write out what you would do and how you would implement it.

For example, you might have communication journals with parents in which you would write brief weekly notes to parents regarding their child's progress in class. If so, how would you organize it so that you are not overwhelmed and each family is involved?

This requires you to plan a simple, efficient, user-friendly way to communicate to parents on a frequent basis how their child is doing in your class. This may be sample sheet with instructions that you would send home OR a one page explanation of how you approach the task of communicating with parents in regards to their child’s progress academically and behaviorally. **Whether or not you implement this during your student teaching is up to you and your CT.**

8. Homework Policy: Write a 100-word homework policy
- Include information on your school/grade homework policy
- What will YOUR homework policy be?
- Give your rationale for homework

Section II: (Assignments 9-18). These 10 assignments represent **2 Units of Study** (Literacy and Numeracy). The units demonstrate your understanding of Assessment, Planning, Delivering, and Reflecting on instruction. They will help you prepare for TEAM Modules 2, 3 & 4.

NOTE:
1. The Literacy and Numeracy Units may be done in any order or simultaneously.
2. Lesson(s) observed by your supervisor may be part of the unit.
3. Student work with feedback (Assignments 11 & 16 may be handed in to the professor in folder if uploading the materials is too cumbersome).
9-18 INSTRUCTIONAL UNITS

* Literacy unit must focus on comprehension

<table>
<thead>
<tr>
<th>Literacy Unit of Instruction</th>
<th>Numeracy Unit of Instruction</th>
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<tbody>
<tr>
<td>Pre-assessment data – whole class</td>
<td>Pre-assessment data – whole class</td>
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<tr>
<td>Lesson Plans (3 ECSU Teaching Lesson Plan Templates)</td>
<td>Lesson Plans (3 ECSU Lesson Plan Templates)</td>
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<td>Sample materials. These may include assessments, rubrics, worksheets, graphic organizers, etc.</td>
<td>Sample materials. These may include assessments, rubrics, worksheets, graphic organizers, etc.</td>
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<tr>
<td>Student work samples with feedback 6 students (above, at, below grade level)</td>
<td>Student work samples with feedback 6 students (above, at, below grade level)</td>
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<tr>
<td>Post Assessment – whole class</td>
<td>Post Assessment – whole class</td>
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<tr>
<td>Unit or Lesson reflection</td>
<td>Unit or Lesson reflection</td>
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</table>

Provide **pre-assessment data on the entire class** for each unit (Literacy & Numeracy) in EXCEL format and a brief reflection on your class’ profile as it relates to the data. *This assignment requires an agreement with your CT on what your Portfolio Project Units will be.* A unit consists of three lessons on a topic or theme. The lessons may be on three consecutive days or spread out over two or three weeks. Each unit will include pre and post data as well as a reflection.

**Decisions:**

1. Choose a curriculum topic in either Literacy or Numeracy.
2. Select the Common Core Standards that you will address.
3. **DECIDE ON YOUR PRE-ASSESSMENT**
4. Give the students the pre-assessment
5. Summarize the pre-assessment data for the whole class in EXCEL
6. Keep documentation of the pre-assessment for the 6 children you will follow for the unit: 2 children who need differentiation to support their learning, 2 children who are able to participate in instruction without differentiation and 2 children who need differentiation to extend their learning beyond the lesson.
7. **DECIDE ON YOUR POST-ASSESSMENT**
8. **TEACH 3 LESSONS** (these may take place 3 days in a row or over the course of several weeks). **PROVIDE LESSON PLANS.**

Note: The easiest way to show pre-assessment data/documentation is through written work: an exit card, a written prompt, a graphic organizer, a worksheet, etc. However, it is possible to show pre-assessment data in other ways. An anecdotal narrative describing a question and answer session, a discussion or observation of children at work/play may be used. In any case data should be **summarized** in an EXEL spreadsheet and **analyzed** to plan instruction.

**Example 1:**

Students respond to a writing prompt. You score the writing prompt using a 1-6 scale and rubric. The scores would be summarized in EXCEL. The rubric indicates areas students need to work on in order to improve analyze the students’ work and plan your lessons accordingly.
Example 2:

Students are given an Exit Card with a math problem. You score the Exit Cards using a 1-3 scale and rubric. The scores would be reported in EXCEL. The rubric indicates areas students need to work on in order to improve analyze the students’ work and plan your lessons accordingly.

A. Provide pre-assessment data for each portfolio unit
B. Provide 3 lesson plans using the designated lesson plan format (you must show differentiation). You may indicate in the lesson plan how you will provide feedback. See D below.
C. Provide evidence of feedback to your students. Include samples of student work with evidence of your feedback (6 samples for each lesson e.g. 2 high, 2 average, 2 low TOTAL OF 18 WORK SAMPLES PER UNIT). This may include written comments or indications of what you said to the student.
D. Provide post-assessment data for each portfolio unit
E. Provide a unit/lesson reflection
   UNIT REFLECTION: Reflection is on-going throughout the unit. Include:
   Your reflection on the pre-assessment data
   A reflection on one of the lessons: how it went: any indication of reflection during a lesson
   Your reflection on the unit and the post-assessment data

Section III: (Assignments 19-20).
19. Final Reflection (2-3 pages)
   * Please re-read in your text Teaching in the Elementary School(2009)
   Page 8 (Reflecting on Your Ethics and Principles) and
   Page 16 (Reflective Action Experiences for Your Portfolio of Professional Practices

EDU 465: The final reflection will be a “backward reflection” that will be a TIER III review of your Liberal Arts degree.
Eastern Connecticut State University’s Liberal Arts Program seeks to impart general knowledge and develop the student’s rational thought and intellectual capabilities. Your program included courses in literature, history, math, science and the arts. Discuss how your liberal arts education has prepared you for the profession of teaching at the elementary level. Reference the Connecticut Teacher’s Code of Professional Responsibility. Briefly discuss the impact of the liberal arts on your approach to the elementary classroom. Include references from at least three different subject areas that you studied at ECSU and that have influenced your thinking.

EDU 565: The final reflection will be “forward reflection” that will prepare you for your future career goals.
Briefly discuss the Connecticut Teacher’s Code of Professional Responsibility
Describe an area of professional interest that you would like to pursue including organizations/journals that would support this interest. Please cite those resources; websites are acceptable. (e.g. Research interest: English Language Learners; Organizations: TESOL, CAL, NABE)

20. Fill out Portfolio Class Profile Form (see next page)
Portfolio Class Profile Form

1. Grade level(s) in your project class: (Circle) K 1 2 3 4 5 6

2. School ________________________ District______________________

3. Portfolio Teaching Topic/Unit

   Literacy Title: _________________________________

   Numeracy Title: _________________________________

4. Number of Minutes per Class:

   Literacy: __________________  Numeracy: __________________

5. Total number of students in class:_________

   # of boys___ # of girls___

   # of special education students_____

   # of English Learners _____

6. Primary texts or electronic resources used in project unit, if applicable. (Please provide title, author/publisher, and date of publication of all textbooks, website addresses from which unit content or materials were used.)

________________________________________________________________________________________

_____________________________________________________________________________________

______________________________________________________________

7. Number of other adults in the room during portfolio instruction: Indicate all that apply.

   ___Paraprofessional ___Co-teacher ___Cooperating Teacher ___Other
### EDU 465/565 Student Teaching Seminar Course Objectives:

<table>
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<tr>
<th>Standards</th>
<th>Objectives/Outcomes</th>
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| **ACEI:** 1.0  
CCCT: I, 1.1, 1.2  
NCATE: 1a, 2a, 3a, 3c, 4a, 4d  
ECSU TIER III: 1, 2, 3, 5a,b,c, 7  
SDE COMPTENCIES: 1a, 2a-f, 3a-d | **1) Development, Learning and Motivation**  
Teacher candidates will construct learning opportunities that support individual students’ development, acquisition of knowledge and motivation. |
| **ACEI:** 2.1, 2.3  
CCCT: IIA, IIB, 1.3, 1.4  
NCATE: 1a, 1b, 2a, 3a, 3b, 3c, 4a, 4d  
ECSU TIER III: 1, 4  
SDE COMPTENCIES: 1a, 2a-f, 4a-e | **2) Curriculum**  
Teacher candidates will demonstrate competence in the content areas of reading, writing, oral language, science, mathematics, social studies, the arts, health education and physical education as appropriate to their student teaching assignments. |
| **ACEI:** 3.1, 3.2, 3.3, 3.4, 3.5  
CCCT: IIA, IIB, II.1, II.2, II.3, II.4, II.5, II.6  
NCATE: 1d, 1g, 2a, 2b, 3c, 4a, 4d  
ECSU TIER III: 3, 5 a,b,c, 6,7  
SDE COMPTENCIES: 1a, 2a-f, 3a-d | **3) Instruction**  
Teacher candidates will plan and implement instruction that is relevant, conceptually accurate, and address diverse experiences of their students and adaptive to all student abilities. They will reflect on the practices that create supportive learning environments and promote the continuous intellectual, social, emotional and physical development of each elementary student. |
| **ACEI:** 4.0  
CCCT: II.7  
NCATE: 2a, 2b, 3c, 4a, 4d  
ECSU TIER III: 1, 3  
SDE COMPTENCIES: 2a-f, 4a-e | **4) Assessment**  
Teacher candidates will use data driven decision making in conjunction with formal and informal assessments strategies to plan, evaluate and strengthen instruction. |
| **ACEI:** 5.1,5.2  
CCCT:IV, III.1, III.2, III.3, III.4  
NCATE: 1c, 3a, 3b, 3c, 4a, 4d  
ECSU TIER III: 6  
SDE COMPTENCIES: 5a-d | **5) Professionalism**  
Teacher candidates will explore the legal and ethical responsibilities of a professional educator and the resources available for professional learning in addition to recognizing the importance of collaboration with families, colleagues and community agencies. |

ACEI: Association for Childhood Education International  
CCCT: Connecticut’s Common Core of Teaching  
NCATE: National Council for Accreditation of Teacher Education  
ECSU TIER III: Liberal Arts Program Outcomes  

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ECSU Liberal Arts Program
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Emphasis Ranking</th>
<th>Specific Course Activities</th>
<th>Assessment Method</th>
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<tr>
<td>1. Demonstrate the ability to engage in independent inquiry</td>
<td>3</td>
<td>Analyze pre/post assessment data from students in student teaching assignment. Design instruction to meet pre-assessment results as a result of reflection.</td>
<td>1. ACEI based scoring rubric 2. Instructional Portfolio 3. Journal Entry: Development, Learning and Motivation 4. Journal Entry: Assessment</td>
</tr>
<tr>
<td>2. Apply current and critical thinking in a focused area of study</td>
<td>3</td>
<td>Develop and deliver multiple lesson Unit Plans for literacy and numeracy reflecting research based lesson design principles</td>
<td>1. Student teaching experience 2. Instructional Portfolio 3. Journal Entry: Curriculum</td>
</tr>
<tr>
<td>3. Reflect on the context of their Independent Inquiry</td>
<td>3</td>
<td>1) Applying national and state standards in the various content areas to lesson development and the instructional process 2) Reflection on Professionalism</td>
<td>1. Class profile: narrative and EXCEL spread sheet 2. Instructional Portfolio</td>
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<tr>
<td>4. Reflect on this work as an outcome of their liberal arts education</td>
<td>3</td>
<td>1) Development of class profile including qualitative and quantitative descriptors, lesson units and reflection 2) Post instruction “meta reflection” on the impact of the liberal arts on their approach to the elementary classroom</td>
<td>1. Instructional Portfolio 2. Journal Entry: Professionalism and the liberal arts; professional cover letter and resume 3. Class discussion</td>
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<td>5b. Effectively communicate ideas visually</td>
<td>3</td>
<td>1) Instructional duties in the student teaching placement 2) Design of instructional materials and aids</td>
<td>1. Observations by student teacher supervisors and cooperating teachers 2. Review by seminar professor</td>
</tr>
<tr>
<td>5c. Effectively communicate ideas in writing</td>
<td>3</td>
<td>1) Instructional duties in the student teaching placement 2) Design of instructional materials and aids</td>
<td>1. Observations by student teacher supervisors and cooperating teachers 2. Review by seminar professor</td>
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<tr>
<td>6. Discern the ethical dimensions of the production and acquisition of knowledge within disciplines</td>
<td>3</td>
<td>1) Discussion on the professional code of ethics, professionalism 2) Discussion on bullying and school climate 3) Discussion of the role of the “mandated reporter”</td>
<td>1. Journal Entry (professionalism) 2. Class discussion</td>
</tr>
<tr>
<td>7. Effectively seek and employ information to achieve academic goals</td>
<td>3</td>
<td>Development of instructional strategies, materials selection and development</td>
<td>1. Instructional Portfolio</td>
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### Connecticut’s Common Core of Teaching Domains and TEAM

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<th>Education Major</th>
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<td>Content and Essential Skills</td>
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| Team Module # 1 | Classroom Environment  
Student Engagement and Commitment to Learning |
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<tr>
<td>Team Module # 2</td>
<td>Planning for Active Learning</td>
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<td>Team Module # 3</td>
<td>Instruction for Active Learning</td>
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<td>Assessment of Learning</td>
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