

Eastern Connecticut State University
Education Department

**Capstone Seminar (EDU 570), Course Outline
Summer 2016 (7/12-8/16)**

Instructor: Dr. Hari P. Koirala

Class hours: **Tuesday, 4:00–9:45 pm & Online
July 12, 19, August 9, 16**

Office: Webb 151

Classroom: Webb 113

Office hours: Immediately before or after the class or by an appointment

Phone: 860-465-4556 (W)

Email: koiralah@easternct.edu

Purpose of the course

As the culminating graduate course in the Department of Education, the Capstone Seminar is designed to provide a forum for analysis and exploration of current issues and topics in the field. Additionally, the seminar provides opportunities for ongoing reflection and integration of theoretical and experiential knowledge in order to gain an informed, personalized perspective on the practice of education. Capstone Seminar candidates will utilize online threaded discussions to synthesize readings from class and coursework at the university. Also, in-class time will be provided for these discussions.

All course goals, objectives, and themes are interconnected with the Education Unit Teaching Domains (EUTD) and the Common Core of Teaching (CCT). Please see attached documents at the end of this outline. Candidates in Capstone Seminar are expected to demonstrate competencies related to the EUTD through their portfolio and class participation.

Writing Standards

It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or a failing grade for the course.

The table in the next page provides an outline of how the goals and objectives of this course align with the elements of EUTD and the CCT. Also, each goal/objective is associated with a student product that would be completed during the course.

Course Goals/Objectives/ECSU Proficiencies/CTC

Course Goals/Objectives	Alignment		
	EUTD Domains	CCT	Products
By the end of the course candidates will:			
1. Demonstrate a professional understanding of the impact of current trends, research, and theoretical perspectives on classroom practice and teaching/learning outcomes.	Domain I: Intentional Teaching	Domains 1-6	Attendance, participation, & Disposition (APD), Online Threaded Discussion (OTD), Critical Incident (CI), & Portfolio (PO)
2. Demonstrate a thorough understanding of assessment, and analyze student, classroom, and school performance data to make data-driven decisions about strategies for teaching and learning so that all students learn.	Domain II: Data Literacy	Domains 1-6	APD, OTD, CI, & PO
3. Based on field experiences data, relevant educational theory and research related to classroom practices, demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, linguistics, socioeconomic status, and challenging conditions.	Domain III: Cultural Competence	Domains 1-6	APD, OTD, CI, & PO
4. Demonstrate competence in the professional skills of analysis and reflection, collaborative problem-solving with other professionals to identify and design strategies and interventions that support student learning, and improving their teaching practices and the institution's program.	Domain IV: Professional Practice and Leadership	Domains 1-6	APD, OTD, CI, & PO
5. Demonstrate an ongoing commitment to their professional growth by drawing upon research in education to inform practice; by enhancing learning opportunities for all students' knowledge development; by involving colleagues, school personnel, families, and community members; and by advancing their development as a reflective practitioner.	EUTD: Domain 4	Domain 6	APD, OTD, CI, & PO

Disability Statement: 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) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that accommodations are not retroactive, and 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.

Classroom Recording by Students: Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern's Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:

“Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”

A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

Academic Misconduct: Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: <http://www.easternct.edu/judicialaffairs/academicmisconduct/> All violations will be handled under the procedures established in this policy.

Electronic communication: Effective August 1, 2009, Eastern email has become 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 email sent from outside providers will be received by their professor.

Library Research Guidelines. For library research guidelines, please go to the Education/Curriculum Research Guide in the following website:

<http://easternct.libguides.com/education>

Eastern's Weather Closing Policy: In the event of a delayed opening of the University, any class that would have at least 45 minutes of meeting time remaining after the announced opening time will meet starting at the announced opening time. Any class meeting that would have fewer than 45 minutes of meeting time after the announced opening time will not meet. For example, if opening the campus is delayed until 10 a.m., classes running from 9:30-10:45 a.m. would meet from 10-10:45 a.m. In the event of an early closing of the University, any class that would have at least 45 minutes of meeting time prior to the announced closing time will meet until the announced closing time. Any class meeting that would have fewer than 45 minutes of meeting time before the announced closing time will not meet. For example, if we were to close the University early at 3 p.m., classes running from 2-3:15 p.m. would meet from 2-3 p.m.

Student Evaluation

Capstone Portfolio [60%]

See attached description, guiding questions, and rubric.

Critical incidents [10%]

The purpose of critical incidents is to share real classroom/student interaction situations with the intent of identifying underlying causes, instructional consequences and effective/efficient management techniques based on theory, experience and readings. Each candidate will be asked to relate an incident (e.g. student interaction or instructional challenge) that occurred within their schools and or classrooms to the seminar group for analysis, reflection, and discussion. It is important that each candidate carefully selects a topic that relates to class readings or presents a moral/ethical dilemma so that lively discussion can occur. Each candidate is required to prepare one page (or less) summary of the facts of the situation with one or two discussion questions. The length of presentation should be between 10 to 15 minutes.

Online Threaded Discussion [21%]

Each candidate must participate in a total of three online threaded discussions. For each thread, candidates are required to choose one article posted by the instructor, summarize it, and then relate it to a research article from their own program of study (Early Childhood, Reading/Language Arts, Secondary, or Elementary Education). Candidates must provide a full reference of the selected article using the APA format and provide a summary of the article. If the article is available online, a link to the website or a PDF file must be provided. A posting should not be more than one page long. In addition to your posting, you must respond to at least two discussion posted by a class member. That means, you will be posting at least nine thoughtful messages during the course.

The research article you select must be related to the three questions of the capstone portfolio, which are:

1. Learning theory (e.g. constructivism)
2. Curriculum development, assessment, and technology
3. Cultural/gender/linguistic diversity, students with special needs, and differentiated instruction

These articles must have been published within the last 3 years, unless the article has a historical significance in the topic chosen.

Attendance, Participation, and Dispositions [9%]

Following a seminar format, the course requires candidates to complete assigned readings in advance of each class and to join actively in debate, discussion, analysis, and reflection. Each member of the class is essential to the development of a learning community and, as such, regular attendance is expected of all candidates.

At the end of this course, you must submit a 1-2 page reflection describing your strengths and challenges with respect to target or acceptable dispositions as explained in the attached rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, meetings will be conducted with individual candidate(s) to discuss how dispositions can be improved.

Grading

Final grades in this course will be determined on total points earned out of 100 in the following way:

95–100	A	90–94	A-	87–89	B+	84–86	B	80–83	B-		
77–79	C+	74–76	C	70–73	C-	65–69	D+	60–64	D	Below 60	F

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Course Texts

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools—Now and in the future*. New York: Teachers College Press.

Kozol, J. (2012). *Fire in the ashes*. New York: Crown Publishers.

Articles to read

Aceves, T. C., & Orosco, M. J. (2014). *Culturally responsive teaching* (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in urban schools. *The School Community Journal*, 19(1), 9-31.

Baeten, M., Dochy, F., & Struyven, K. (2008). Students' approaches to learning and assessment preferences in a portfolio-based learning environment. *Instructional Science*, 36(5/6), 359-74. DOI: 10.1007/s11251-008-9060-y

Bailey, F., & Pransky, K. (2005). Are "other people's children" constructivist learners too? *Theory into Practice*, 44(1), 19-26.

Brandes, J. (2005). Partner with parents. *Intervention in School and Clinic*, 41(1), 52-54.

Conley, D. T. (2011). Building on the common core. *Educational Leadership*, 68(6), 16-20.

Epstein, J.L., & Salinas, K.C. (2004). Partnering with families and communities. *Educational Leadership*, 61(8), 12-17.

Ferlazzo, L. (2011). Involvement or engagement? *Educational Leadership*, 68(8), 10-14.

Gamson, D. A., Lu, X., & Eckert, S. A. (2013). Challenging the research base of the Common Core State Standards: A historical reanalysis of text complexity. *Educational Researcher*, 42(7), 381-391. DOI: 10.3102/0013189X13505684

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry* 43(1), 48-70. DOI: 10.1111/curi.12002

García, S. B., & Tyler, B-J. (2010). Meeting the needs of English language learners with learning disabilities in the general curriculum. *Theory into Practice*, 49,113–120. DOI: 10.1080/00405841003626585

- Halverson, R., & Smith, A. (2009-10). How new technologies have (and have not) changed teaching and learning in schools. *Journal of Computing in Teacher Education* 26(2), 49-54.
- Hirsch, E. D. (2010, January 4). First, do no harm. *Education Week*, 29 (17), pp. 29, 31.
- Jones, K. (2012). Ideas for integrating technology education into everyday learning. *Children's Technology and Engineering*, 16(4), 7-9.
- Killins, J., Trent-Kratz, M., & Ressler, G. (2007). *The case for creating gender advantaged learning environments*. Early Childhood Community Development Centre, ON, Canada.
- Kovalik, C. et al. (2014). Implementing web 2.0 tools in the classroom: Four teachers' accounts. *TechTrends*, 58(5), 91-95.
- LaRocque, M. (2013). Addressing cultural and linguistic dissonance between parents and schools. *Preventing School Failure*, 57(2), 111-117. DOI: 10.1080/1045988X.2012.677961
- Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(9), 1-18.
- Munson, L. (2011). What students really need to learn. *Educational Leadership*, 68(6), 10-14.
- Nieto, S. M. (2003). Profoundly multicultural questions. *Educational Leadership*, 60(4), 6-10.
- Noddings, N. (2010, January 4). Differentiate, don't standardize. *Education Week*, 29 (17), pp. 29, 31.
- Organization of Economic Cooperation and Development (2014). PISA 2012 Results in focus: What 15-year-olds know and what they can do with what they know.
- Richardson, V. (2003). Constructivist pedagogy. *Teachers College Record*, 105(9), 1623-40.
- Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.
- Sartini, E. C., Knight, V. F., & Collins, B. C. (2013). Ten guidelines to facilitate social groups for students with complex social needs. *Teaching Exceptional Children*, 45(3), 54-62.
- Tomlinson, C. A. (2008). The goals of differentiation. *Educational Leadership*, 66(3), 26-30.
- Tomlinson, C. A., & Javius, E. L. (2012). Teach up for excellence. *Educational Leadership*, 69(5), 28-33.
- Winn, I.J. (2004). The high cost of uncritical teaching. *Phi Delta Kappan*, 85(7), 496-7.
- Yilmaz, K. (2011). The cognitive perspective on learning: Its theoretical underpinnings and implications for classroom practices. *The Clearing House*, 84, 204-212.
- Zane, T. W. (2009). Performance assessment design principles gleaned from constructivist learning theory (Part 1). *TechTrends*, 53(1), 81-88.

Weekly Calendar

Session	Course Readings/Assignments
Week 1 July 12	<p>Course introduction and expectations, capstone portfolio requirements Review of previous Eastern's courses and learning theories Portfolio assessment, learning theories constructivist view of learning Bailey & Pransky (2005); Richardson (2003); Winn (2004); Yilmaz (2011) Sign up for Critical Incidents TD1 begins (Your original response to TD1 due July 15) Paper #1 due on July 18 on Blackboard (for feedback)</p>
Week 2 July 19	<p>Curriculum development, assessment, and educational technology in curriculum Baeten et al. (2008); Conley (2011); Gamson et al. (2013); Halverson & Smith (2009-10); Jones (2012); Kovalik et al. (2014); Munson (2011); OECD (2014); Zane (2009) Discussion on course text by Berry (2011): Teaching 2030 TD1 replies due Sign up for Critical Incidents</p>
Week 3 July 26	<p>No class on campus. Online class continues Portfolio Materials Collection and Preparation TD2 begins (Original response due)</p>
Week 4 August 2	<p>No class on campus. Online class continues Portfolio Materials Collection and Preparation TD2 replies due Paper #2 Due on Blackboard (for feedback)</p>
Week 5 August 9	<p>Discussion on course text by Kozol (2012): Fire in the Ashes Critical Incidents/Case Presentations Students with special needs García-Tyler (2010); Sartini et al. (2013) Critical Incidents/Case Presentations TD3 begins (Original response due)</p>
Week 6 August 16	<p>Differentiated instruction Hirsch (2010); Noddings (2010); Rock et al. (2008); Tomlinson (2008 & 2012) Diversity: Socio-economic status, multiculturalism, and gender Aceves & Orosco (2014); Gay (2013); Killins et al. (2007); Nieto, (2003) Parent/community involvement in education Auerbach (2009); Brandes (2005); Epstein & Salinas (2004); Ferlazzo (2011); LaRocque (2013); Masumoto et al. (2009) Critical Incidents/Case Presentations Capstone Portfolio Due on Blackboard Disposition Reflection Due TD3 replies due</p>

Note: Please regularly participate in online threaded discussions until August 16. You need to find articles from your program of study and buy the two textbooks by Berry (2011) and Kozol (2012).
Note that all written assignments must be submitted through Blackboard Learn.

Attendance, Participation, and Disposition Rubric (9 points)

	Target (3)	Acceptable (2)	Unacceptable (1)
Class participation	Attended every class, always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in online as well as on-campus group and whole class activities.	Missed one class or discussions, almost always came on time or only partially participated in online discussions, submitted all assignments by their due dates, was not distracted, or was actively engaged in online and on-campus activities.	Missed more than one class, often came late, and/or was inactive or distracted in group/whole class activities. Did not actively participate in online discussions
Professionalism	Read professional and research journal(s) in their discipline(s) to improve their own personal and professional growth, sought membership of professional organization(s) to become involved in the professional community of educators, and demonstrated passion and enthusiasm for their discipline(s) and methods of teaching.	Read professional and research journal(s) in their discipline(s) and demonstrated some passion and enthusiasm for their discipline(s) and methods of teaching.	Did not read professional and research journal(s) in their discipline(s) and/or did not demonstrate passion and enthusiasm for their discipline(s) and methods of teaching.
Respect	Displayed professional and ethical behavior in all class activities, always paid attention and listened to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.	Displayed professional and ethical behavior in all class activities, and always paid attention and listened to peers and the instructor of the class with respect.	Did not display professional and ethical behavior in all class activities and/or did not pay attention to the ideas of peers and the instructor of the class.

Capstone Seminar (EDU 570) Portfolio Guidelines

All candidates in the capstone seminar must submit and successfully complete a capstone portfolio. The capstone portfolio contains the following sections:

- 1.) a cover page and table of contents,
- 2.) a narrative, and
- 3.) a collection of **six** artifacts, which demonstrate specific competencies.

Narrative

Candidates enrolled in the capstone seminar will write an in-depth narrative to show how their thinking has been influenced by current research and theory and the classroom discussions, activities, and assignments in their graduate program. The following are required features of the narrative:

1. The narrative should be between **10-15 pages**, excluding references.
2. The narrative must be organized, well written, fully referenced in APA style, and of graduate-level quality.
3. The narrative must be a thorough and thoughtful piece of writing that includes in-depth reflection on issues and topics in the field.
4. The narrative must include ideas gained from courses in the graduate program and their practices at work or field experiences.
5. The narrative must make reference to readings, including key works in their field of study. At least **5 references** for each of the three guiding questions must be included in the narrative.
6. The narrative must make reference to the artifacts that have been submitted. (In the text, direct reference should be made to specific items--e.g., "See the unit plan in Appendix C for evidence of my understanding of the constructivist curriculum.")

Guiding Questions

The following questions must guide the narrative:

1. Identify a major learning theory (e.g. constructivism) and explain how this theory influences your views about student learning. What are the relative roles of the teacher, the student, and the classroom environment in learning?

2. How does the learning theory you have chosen influence your curriculum development and assessment? How do you utilize technology to enhance student learning?
3. How extensively and in what ways should classrooms, the curriculum, and teaching be adapted and differentiated to address diverse needs due to students' cognitive differences, culture, language, ethnicity, gender, socioeconomic status, and challenging conditions? How would you collaborate with parents, family, community, school administrators, and other teachers to help every student reach their full potential?

Artifacts

The portfolio must contain a total **six** artifacts directly related to the narrative. Candidates may choose any six artifacts as long as they help to support their answers to the guiding questions and demonstrate evidence that they make positive impact on student learning. The following six artifacts are provided as examples:

1. 2-3 lesson plans sampled from a lesson portfolio or an outline of a unit plan with 2-3 sampled lesson plans.
2. An example of an assessment tool(s) and student work samples with accompanying analysis.
3. An in-depth description of an instructional material/manipulative/technology with an analysis of how the material could be useful for PK-14 students to learn subject matter knowledge.
4. A case study of PK-14 students with their work samples and analysis of how the candidate made a positive impact on their learning.
5. An annotated bibliography of at least 10 print and/or electronic resources. Each annotation should clearly state how it will improve candidate's teaching practices and student learning.
6. A significant research paper completed for one of the previous graduate classes to demonstrate how the candidate plan to improve his/her teaching practices to make positive contributions to student learning.

Reflecting on the Artifacts

Each artifact included in the portfolio must follow a page of overview. It will identify the importance of the artifact including, what the entry is, what it demonstrates, and how it benefits students at PK-14 level.

Scoring Rubric

Guiding Questions/Indicators	Target (3)	Acceptable (2)	Unacceptable (1)
Learning theories/role of the teacher	Using clear, logical, and persuasive writing, the candidate demonstrates an extensive knowledge and understanding of a learning theory (or theories), which is fully grounded in current research drawn from readings, courses, and field experiences. The writing is fully supported by high quality artifacts.	Using clear and logical writing, the candidate demonstrates a solid knowledge and understanding of a learning theory (or theories), which is grounded in current research drawn from readings, courses, and field experiences. The writing is supported by quality artifacts.	Although writing is unclear and ambiguous at times, the candidate demonstrates some knowledge of a learning theory (or theories). The writing is not supported by quality artifacts.

Curriculum development, assessment, and technology	Using clear, logical, and persuasive writing, the candidate demonstrates an extensive knowledge and understanding of issues related to curriculum development, technology, and assessment including the use of student data, which is fully grounded in current research drawn from readings, courses, and field experiences. The writing is fully supported by high quality artifacts.	Using clear and logical writing, the candidate demonstrates a solid knowledge and understanding of issues related to curriculum development, technology, and assessment including the use of student data, which is grounded in current research drawn from readings and courses. The writing is supported by quality artifacts.	Although writing is unclear and ambiguous at times, the candidate demonstrates some knowledge of issues related to curriculum development, assessment, and technology. The writing is not supported by quality artifacts.
Adapting to diverse needs of students (exceptionalities, race, ethnicity, gender, culture, linguistics and socioeconomic status)	Using clear, logical, and persuasive writing, the candidate demonstrates an extensive knowledge and understanding of issues related to diversity, which is fully grounded in current research drawn from readings, courses, and field experiences. The writing is fully supported by high quality artifacts.	Using clear and logical writing, the candidate demonstrates a solid knowledge and understanding of issues related to diversity, which is grounded in current research drawn from readings, courses, and field experiences. The writing is supported by quality artifacts.	Although writing is unclear and ambiguous at times, the candidate demonstrates some knowledge of issues, related to diversity. The writing is not supported by quality artifacts.
Collaborating with other professionals and making a difference in student learning	The candidate collaborates with other professionals to improve their teaching practices and the institution's program, and to identify and design strategies and interventions that support learning of all students. There is sufficient evidence that the candidate has made significantly positive impacts on student learning.	The candidate collaborates with other professionals to improve their teaching practices, and to identify and design strategies and interventions that support learning of all students. There is sufficient evidence that the candidate has made a positive impact on student learning.	The candidate lacks collaboration with other professionals to improve their teaching practices or to identify and design strategies and interventions that support learning of all students.
Organization and presentation	The portfolio is well organized following the table of contents and is free of editing errors and consistent with the APA guidelines.	The portfolio is partially organized following the table of contents, has few editing errors, or may not consistently follow the APA guidelines.	The portfolio is disorganized, has many editing errors, or does not follow the APA guidelines.

A missing response or a response that does not address the question will result in a score of 0.

Evaluation of the Capstone Portfolio

The capstone portfolio will weigh 60% of the course grade in the capstone seminar course.

Candidates will pass the capstone portfolio if they score at least a total of 10/15 points. However, if they received a score of 0 or 1 in any of the five indicators, the portfolio will receive a failing grade.

Candidates who fail the portfolio will fail the capstone seminar. The capstone instructor will provide one chance to revise and resubmit the portfolio within one week of receiving the portfolio evaluation. If candidates do not submit a revised portfolio or fail it again, they will have to re-enroll in the capstone seminar course in the following semester.

Eastern Connecticut State University
Teaching Domains for Eastern’s Educator Preparation Programs

Domain I: Intentional Teaching

We believe that intentional teaching and its important corollary intentional learning necessitate viewing learning as the pre-determined and actively sought after goal of education.

Candidate Learning Outcomes:

1. Candidates demonstrate a positive and reflective disposition towards intentional planning and teaching practices that are appropriate for diverse learners. *CCCT 6, 2; CAEP 1, 2, Diversity; INTASC 8, 1, 2*
2. Candidates demonstrate the ability to identify discipline-specific content knowledge and skills, develop and implement evidence-based, inclusive instructional practices that engage all students and improves student achievement. *CCCT 1, 2, 3; CAEP 1, 4, Diversity; INTASC 4, 5, 2, 8*
3. Candidates develop effective classroom environments that nurture collaborative learning and self-motivation. *CCCT 2; CAEP 1, 4; INTASC 3, 5*
4. Candidates identify and utilize *educational technology* and other digital resources to enhance the learning experience of all students and to transform their own instructional practices. *CCCT 2, 1; CAEP 4, 3, 5, Technology; INTASC 2, 3, 9*
5. Candidates develop and integrate learning experiences that require students’ use of critical thinking skills, problem solving, and diverse forms of communication. *CCCT 1, 2; CAEP 1; INTASC 4, 5*

Domain II: Data Literacy

We believe that data literacy offers a dedicated pathway towards understanding the abilities and needs of all students and offers a means to improve students’ growth and development across all curricular areas.

Candidate Learning Outcomes:

1. Candidates use and/or adapt/design qualitative and quantitative assessments that directly align with the learning goals of content in the discipline. *CCCT 5, 1; CAEP 1, 4; INTASC 6, 7*
2. Candidates organize, analyze, interpret and graphically display data on student growth. *CCCT 5; CAEP 1, Technology; INTASC 5, 1*
3. Candidates will triangulate data from multiple sources to determine student learning and guide planning and teaching. *CCCT 5, 2; CAEP 4,, INTASC 6, 7, 8*
4. Candidates use both classroom-wide and individual student data to understand learning and development and to inform and adjust instruction. *CCCT 5, 2, 3, 4; CAEP 4; INTASC 7, 8*
5. Candidates analyze student data—including pre- and post-instruction assessments--to determine the impact of their own teaching. *CCCT 5; CAEP 4; INTASC 9, 1*
6. Candidates demonstrate reflective and interpersonal abilities to become an active member of a data team. *CCCT 6; CAEP 2; INTASC 9, 10*
7. Candidates demonstrate a positive disposition toward data collection and articulate its importance in teaching and learning. *CCCT 6; CAEP 1, 2; INTAC 9*

Major Domain III: Cultural Competence

We believe that cultural competence includes both understanding and appreciating cultural, learner, and linguistic diversity but also practicing a pedagogy that views school-family relationships as partnerships in learning.

Candidate Learning Outcomes:

1. Candidates demonstrate deep caring, commitment, and empathy for children and families of diverse cultural and socioeconomic backgrounds. *CCCT 2, 6; CAEP 2, 3, Diversity; INTASC 1, 2, 9*
2. Candidates articulate the positive influences of culture on children's learning and development. *CCCT 1, 3; CAEP 1, 2, Diversity; INTASC 1, 2*
3. Candidates demonstrate culturally responsive teaching, by incorporating the strengths, interests, histories, and needs of families of diverse cultures in their planning, teaching, and assessment. *CCCT 4; CAEP 1, 2, Diversity; INTASC 2, 7, 8*
4. Candidates adapt teaching and learning experiences to the linguistic, social, and learning styles and needs of children of diverse backgrounds. *CCCT 4; CAEP 1, 2, 4, Diversity; INTASC 1, 2, 8*
5. Candidates honor all family languages and understand the importance of preserving language as a fundamental part of culture. *CCCT 6, 1; CAEP 1, 2, Diversity; INTASC 9, 10*
6. Candidates proactively promote positive cross-cultural peer relationships and openly and directly address instances of bias as they arise in the classroom. *CCCT 2, 6; CAEP 1, 2, Diversity; INTASC 9, 3, 5*
7. Candidates apply their knowledge of culture in their communication with and involvement of families in school. *CCCT 6, 2; CAEP 2, Diversity; INTASC 9, 10*
8. Candidates monitor and address their own cultural biases and recognize and articulate the influences of their own families and cultures on their beliefs and professional practices. *CCCT 6; CAEP 5, 3, Diversity; INTASC 9*

Domain IV: Professional Practice and Leadership

We believe that across all coursework and clinical practices, our candidates must demonstrate compassion and dedication to all students that is earnest, professional and mindful.

Candidate Learning Outcomes:

1. Candidates demonstrate an ongoing commitment to their professional growth by engaging in continuous meaningful learning. *CCCT 6; CAEP 5; INTASC 9, 10*
2. Candidates continually examine their ability to design and deliver effective instruction by using feedback and evidence from learners, peers and mentors to revise instructional practices and to improve effectiveness. *CCCT 5, 3; CAEP 5; INTASC 9*
3. Candidates collaborate with their peers, school personnel, families and community members to contribute to effective school changes. *CCCT 6; CAEP 2, 5; INTASC 10*
4. Candidates seek leadership roles to advocate for the well-being of all learners and to advance the profession. *CCCT 6; CAEP 5, 1; INTASC 1*

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:

- 1.1 Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3 Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

- 2.1 Creating a class climate that is responsive to and respectful of the [learning needs of students](#)² with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' [social competence](#)³ and responsible and ethical behavior by using a continuum of [proactive strategies](#)⁴ that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing [routines and transitions](#)⁵.

Domain 3. Planning for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their [learning needs](#)²;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, [resources](#)⁶ and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as [discourse](#)⁷ and/or [inquiry-based](#)

[learning](#)⁸ ; and

- 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

Domain 4. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful [discourse](#)⁷ and/or [inquiry-based learning](#)⁸ ;
- 4.4 Varying the student and [teacher roles](#)⁹ in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and
- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Domain 5. Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

- 5.1 Understanding the different [purposes](#)¹⁰ and [types of assessment](#)¹¹ that capture the complexity of student learning across the [hierarchy of cognitive skills](#)¹² ;
- 5.2 Using and/or designing a variety of [formative](#)¹³ and [summative](#)¹⁴ assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- 5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- 5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
- 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

Domain 6. Professional Responsibilities and Teacher Leadership:

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

- 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the

- needs of [all students](#)¹⁵ ;
- 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;
 - 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and [organizational structures](#)¹⁶ to support continuous school and district improvement;
 - 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
 - 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
 - 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
 - 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
 - 6.9 Using communication technology in a professional and ethical manner;
 - 6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and
 - 6.11 Conducting themselves as professionals in accordance with the Connecticut's [Code of Professional Responsibility for Educators](#).