EDU 5400 - THE REFLECTIVE PRACTITIONER

Instructor: [Name]
Contact Information: [Contact Info]
Class: 4:30-9:15 PM
Location:

COURSE DESCRIPTION:
Candidates for initial teacher licensure will examine the dispositions, knowledge and skills of the 21st century educator. An examination of American education will focus on historical and contemporary trends in teaching, learning, and curriculum. Diversity in American classrooms, including students with special needs, limited English proficiency, economic or social disadvantage, gifted and talented, etc., will be examined in keeping with a variety of current practices, such as, inclusion, differentiated instruction, ELL programming, and response to intervention. Students will engage in initial lesson plan construction using the principles and recommendations of the Massachusetts Curriculum Frameworks. Students respond to readings with supplemental research. Field experience required. PREREQUISITE: enrollment in graduate education program.

COURSE OBJECTIVES: [PST = Professional Standards for Teachers, DOE, 2003] [PG = AIC Program Goals]

- To review and discuss various foundations of American education and philosophical positions in order to provide students with a broad, global frame of reference for understanding the systems, theories, and issues confronting educators of yesterday and today (PST D3,D4,E1,E3) (PG 1.2, 4.1)
- To examine the relationship between society and the schools so as to optimize programs and instruction for urban, suburban and rural students; and serve a diversity of students with special needs, limited English proficiency, economic or social disadvantage, and gifted and talented. (PST D1,2,3,4,E1) (PG 1.2, 2.2, 5.1)
- To encourage reflective practices in the teacher-learner role by examining current educational practices, models and dispositions. (PST A5,D3,E3,E6) (PG 1.2, 2.2)
- To provide knowledge and practice in lesson preparation and assessment consistent with the Massachusetts Common Core Curriculum Frameworks (PST A1,A4,A5,B1a,b,c,d,3,3a,E2,E7) (PG 5.1, 5.2, 5.3)
- To provide up-to-date knowledge in current issues of education, including topics such as the achievement gap, standards-based instruction and assessment, alternative schools, behavior management, Limited-English language learners, etc. (PST D2,3,4,E1,3) (PG 1.3, 5.1)
- To examine state and national education reform initiatives including implementation of core curriculum and assessment, inception of RTTT, ESEA, Sheltered English Immersion, and 21st Century Skills. (PST A2,7 B4, D2, 3 E3) (PG 1.3, 2.3, 4.1, 4.2)
- To analyze the equality of opportunity for all students by investigating demographic and assessment data of local urban, suburban and rural districts. (PST A4,A5,B2b,d,D1,D2,D3,D4,E2,E3E,6) (PG 2.1, 2.2)
- To select, develop, present and evaluate an instructional lesson plan incorporating Mass. Curriculum Frameworks, Common Core, new technologies, and other elements of 21st century learning relevant to the Professional standards for teachers. (PST A – E) (PG 1 – 6)
• To exercise professional inquiry by generating research-based responses to readings and other media. (PTS E 3, 6) (PG 1.1, 1.2, 1.3)
• To introduce the portfolio process, including journal entries focusing on self-reflection (PST E3,E6) (PG 3.2, 3.3, 5.1, 5.3)
• To become an active and reflective observer of classroom events through fieldwork (PST D2,3,E3,6) (PG 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.3)

REQUIRED TEXT:

CLASS POLICIES:
 Students are expected to attend and participate in all classes.
 Absence, late arrival or early departure from class must be resolved with the instructor.
 Cell phone use or texting are not allowed in class.
 Leaving the classroom for reasons other than emergency is discouraged.
 A ½ hour WORKING DINNER BREAK is provided during class. Students should bring their own meal, may eat in class, read, reflect, and chat. The working dinner break is per XCP regulations and is required to meet the contact hours specified by NEASC.
 Avoid the use of specific names of students, teachers or schools during class discussions. Please respect the confidentiality of others who may choose to share information about themselves, their schools or their students.

COURSE REQUIREMENTS:

Participation: Full participation in class discussion and group activities is valued, especially accounts from fieldwork, subbing, parenting or other real-world experiences as they relate to topics under discussion.


1. Math Competency Quiz: For Early Childhood, Elementary, and Moderate Disabilities candidates: The math competency quiz that will need to be passed by the end of the fourth course (EDU 5530), will be administered on the second night of this class. Information about this and a sample quiz was given in the Orientation Handbook and additional samples are posted. Candidates who have already passed either the Early Childhood, General Curriculum Math MTEL, or the old General Curriculum MTEL (given prior to March of 2009) are exempt. AIC Math tutorials for each kind of math question are also available on the AIC website in the XCP section.

2. Class Activities: Group-based activities will accompany each chapter to model a variety of student-centered instructional approaches (Concept maps, jigsaw, timelines, role playing,
anticipation/response guides, four-corners, pair-share, mini-debates, response postings, and various technologies.) **Activities may require advance preparation by students or groups.**

3. **Group Presentation:** Small groups (or pairs of students in classes under 15), will construct a 10 minute presentation that highlights select chapter material. Topics should be chosen by groups based on chapter sections that address substantive and pertinent issues under study. Concepts from the selection should be presented and supplemented with research findings and varying viewpoints to bring depth of understanding to the topic and promote discussion*. Presentations are due on the night the corresponding chapter is listed on the syllabus. Some portion of the presentation should include Power Point, video, or other media. A one-page outline of the presentation should be given to the instructor at the time of presentation. Each student’s contribution to the presentation will require planning, preparation and cooperation with others in and outside of class. Each student must be part of the actual presentation.

4. **Responses to Reading:** Students will complete a total of FOUR “Response to Reading” assignments shown in the boxes. Three are designated as REQUIRED and one is of your own choosing. Your responses should be supplemented with outside research using professional sources beyond the text*. Your typed response must be submitted on the date corresponding to the chapter on the syllabus.

Tip: Academic writing must always be professional level quality using APA. Begin your paper with a heading that identifies the title of the assignment, date, course, professor and your name. Typing should be double-spaced and 12 font. APA style is required for writing text citations and references. Note: **Late Assignments** may receive up to a full grade reduction unless prior arrangements have been approved by the instructor.

* **Sources from the AIC library can be accessed using your student ID number.**
  
  **www.aic.edu** Click e-campus to access library databases in JSTOR, EBSCO, SAGE and ERIC. The use of internet sources requires the careful selection of valid professional or academic sites.

5. **Prepracticum Requirement:**

   A. **For those students with appropriate, prior teaching experience at the level and in the field of intended licensure, an application seeking a waiver of the total 75-hour pre-practicum requirement must be submitted.** Prompt action is urged in order to secure a waiver within the 8 weeks of this course. A letter from your principal/supervisor, on official school stationery is required along with your documentation of service. The forms and application, available in the XCP Prepracticum Handbook must submitted electronically to the Dropbox e-mail at prepracticum@aic.edu.

   B. **Students NOT approved or eligible for a prepracticum waiver must complete 25 hours of prepracticum fieldwork during this course.** (25 hrs. of the total 75 hrs. required by the state). A Log of hours and a journal must summarize activities and provide reflections (download the Prepracticum Handbooks* located in the XCP Student area on the AIC XCP website). A college supervisor from AIC must observe one lesson near the conclusion of the total 75 hours requirement. Logs, journals, and evaluation form must be submitted electronically to the DROPBOX e-mail at prepracticum@aic.edu.
C. Students already approved for a 75 hr. waiver still need to complete 10 hours (total) of observation/assisting in classrooms other than their own, and involving different populations than their own students (special education, rural, urban, ELL etc.) Three to four of those ten hours must be completed during this course. An hourly log and journal will be required. There is no requirement for a supervised visit from the college for the 10-hour prepracticum. Your log and journal need to be submitted electronically to the DROPBOX e-mail at prepracticum@aic.edu.

NOTE: New State requirements for the prepracticum stipulate that experiences must document observations in a classroom with English Language Learners as well as students with special needs. Accessing classrooms of diverse populations can be facilitated by various means: Ask to visit classrooms of teacher colleagues, course colleagues, relatives or neighbors who are teachers, or the classrooms your own child(ren). If these efforts are not fruitful, then contact Dean Esta Sobey at esta.sobey.aic.edu for placement assistance. Please use the form letter in the Prepracticum Handbook to introduce yourself to an unfamiliar principal or colleague. Provide this person with a copy of the Prepracticum Handbook for Supervising Practitioners (XCP Student site).

IMPORTANT NOTES: Your log and journal need to be submitted electronically to the DROPBOX e-mail at prepracticum@aic.edu. The approval document for your prepracticum waiver, journal and observation hours must be shown to your course instructor to complete this course. An In-Progress (IP) grade will be issued for the course until such time that prepracticum hours are met and the instructor receives this documentation from you. The Prepracticum Handbooks, one for the education candidate and one for the Supervising Practitioner (classroom teacher), explain the process, requirements, and supply the forms to be used.

3. Booktalk: Students will choose a book from the syllabus list on a topical issue in education related to urban, suburban, rural classrooms; and involving special needs students, ELL, socio-economically disadvantaged, and other exceptionalities. A 3-minute Booktalk presentation is required in which you inspire others to read the book and generate a lively discussion among peers. A final selection of ‘must-reads’ can be generated through a class vote or rating process.

4. Micro teaching: Each student (or pairs of students in classes of 15 or more) will present a 10-15 minute mini-lesson to the class demonstrating the main instructional activity from the lesson plan (ILP). Games and puzzles are not recommended as primary vehicles of instruction. A videotape of the presentation will be recorded for self-reflective purposes only. The lesson topic must relate to the level and field of licensure sought. Students seeking Early Childhood or Elementary licensure must choose a science inquiry lesson or a social studies topic. A fully completed AIC lesson plan (ILP) must be submitted to the instructor at the time of the presentation using the ‘working template’ of the ILP in the XCP Student Area. A one-page teaching reflection of your video should analyze strengths and weaknesses of the lesson presentation and be submitted on the following class. Second presenters (in large classes) should model adaptations to the core lesson to accommodate a particular population, such as, English Language Learners, gifted and talented, learning disabled, low income, etc.
GRADE COMPOSITION:

| Participation / Groupwork / Presentation                  | 20%  |
| Reading Responses (four assignments)                     | 40%  |
| Booktalk                                                 | 10%  |
| Microteaching/ ILP and Reflection                         | 30%  |

100%

READING SELECTIONS for BOOKTALK: (you are welcome to select other titles, in consultation with the instructor)

- Teaching Outside the Box: How to Grab Your Students by Their Brains by LouAnne Johnson
- The Over-Achieving: The Secret Life of Driven Kids by Alexandra Robbins
- Skin That We Speak: Thoughts on Language and Culture in the Classroom by Lisa Delpit
- Myths and Realities: Best Practices for English Language Learners by Katharine Davies
- English-Only Teachers in Mixed-Language Classrooms: A Survival Guide by Joanne Yatvin
- The World is Flat by Thomas L. Friedman
- The Flat World and Education by Linda Darling-Hammond
- The Global Achievement Gap by Tony Wagner
- The Knowledge Deficit by E.D. Hirsch, Jr.
- The Shame of the Nation by Jonathan Kozol
- On Being a Teacher by Jonathan Kozol
- Fires in the Middle School Bathroom: Advice for Teachers from Middle Schoolers by Kathleen Cushman
- Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms by Diane Heacox Ed.D.
- Understanding Auditory Processing Disorders in Children by Terri James Bellis
- Among Schoolchildren by Tracy Kidder
- Lives on the Boundary by Mike Rose
- The Children in Room E4: American Education on Trial by Susan Easton
- Teach Like Your Hair’s on Fire: The Methods and Madness Insider Room 56 by Rafe Esquith
- Teaching in Circles: My Journeys in Teaching High School by Nathan Miller
- The Hurried Child (reprint 2006) by David Elkind
- The Power of Play by David Elkind

WEB RESOURCES (Access Required):

- Mass. Curriculum Frameworks from the Dept. of Elementary and Secondary Education (DESE) May be downloaded from their website: www.doe.mass.edu/frameworks
- Response to Intervention (RTI) and three-tiered model- April 2007- PPT www.doe.mass.edu/literacy/presentations/0407intervention.pps
- Common Core Curriculum: www.doe.mass.edu/candi/commoncore
- Mass Tiered System of Support (MTSS) www.doe.mass.edu/mtss
- A Framework for Science Education K-12 from Next Generation Science Standards At www.nextgenscience.org

SUGGESTED VIDEO SOURCES:
TeachingChannel.org/videos (open registration, choose videos as relevant to topics)

Annenberg Media  http://www.learner.org/resources
Select “Browse Resources” Select “Education” (Gr. 3-5) in drop-down box.
Select: “The Learning Classroom: Theory into Practice”
Session #3 Building on What We Know: Cognitive Processing
Session #5 Feelings Count: Emotional and Learning
Session #7 Learning From Others: Learning a Social Context
Session #12 Expectations For Success: Motivation and Learning
Select: “Looking at Learning Part I”
Workshop 2 Intellectual Development
Workshop 3 Is This Going to Count?: Embedded Assessment
Workshop 6 The Mind’s Intelligences
Select “Browse Resources” Select “Science” Gr. 3-5
Learning Science Through Inquiry
Select “Browse Resources” Select “Science” Gr. 9-12
Select: Teaching High School Science, “Thinking Like a Scientist”
Others in teaching from Grade 5 - 12:
Select Subject area: – assign viewing by grade-topic.

OTHER MATERIALS NEEDED:
• Flip-camera, cell phone video or other device for recording your microteaching

CLASS SCHEDULE:

Class 1 Welcome to AIC’s XCP program. Meet and greet colleagues.
Class takes AIC’s pre-assessment (college use only)
Course overview and requirements
Prepracticum/Fieldwork requirements
Planning time for groups/pairs/individual students to prepare for next week’s group activities.

Chapter 1 Teaching in a Changing World
In Class: Discuss MA Professional Teaching Standards; professional responsibilities; Portfolio requirements; AIC dispositions and dispositions from Chapt 1.

In Class: View and discuss the basic purpose and goals of the Common Core standards.
View Video: Vision of the Common Core (by School Improvement Network)
http://www.youtube.com/watch?v=PbagTYYCXYU (9 min.)

Alternative video: (13 minutes) https://www.teachingchannel.org/videos/understanding-the-common-core-standards -- the speaker begins with K, but quickly discusses other topics and grade levels http://www.corestandards.org/assets/Appendix_B.pdf
Discuss PPT: **Myths v. Facts About the Common Core Standards**
from CoreStandards.org [http://www.corestandards.org/assets/CoreFacts.pdf](http://www.corestandards.org/assets/CoreFacts.pdf)

Review document: [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

View and discuss the new Math Competency Quiz Sample Test.

**Video recommendations for building your professional knowledge:**
“The Learning Classroom: Theory into Practice” (Annenberg)
Session #3 Building on What We Know: Cognitive Processing
Session #5 Feelings Count: Emotional and Learning
Session #7 Learning From Others: Learning in a Social Context
Session #12 Expectations For Success: Motivation and Learning

<table>
<thead>
<tr>
<th><strong>A. Required: Response to Reading: (due class #2)</strong></th>
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<tbody>
<tr>
<td>a.) What brought you into the field of education?</td>
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<td>b.) Discuss the AIC dispositions which will support your professional practice.</td>
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<td>c.) How will the MA Professional Standards for Teachers guide your preparation and practice?</td>
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<td>d.) What challenges do you anticipate based on the changes in schools, students and instruction? How will your own teaching practice be changed?</td>
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<td>(May be started at the end of class – or as a take-home. 2 pages).</td>
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**Homework Assignment:** Review the requirements for writing standards posted in the XCP Student area and the use of APA in all academic writing.
View the voiced Power Point in the XCP Student area: Basics of Academic Writing.
Review the Math Competency Quiz Sample Test.

**Class 2**

**Competency Quiz:** The AIC Math Competency Quiz is administered. The purpose of this quiz is to allow students to ascertain their proficiency in math, which ultimately will be measured by the MA. MTEL math exam. It is crucial for students to pass this competency quiz so that they will be ready for the MTEL exam, which is required before licensure by the MA Department of Elementary and Secondary Education. Students are required to pass the AIC Math Competency Quiz in EDU 5400 with a passing score of 85% in order to pass the course and be allowed to continue in the program.

Failure to meet the passing score for the quiz on Class 2, will mean the student has to retake the missed test items with their instructor during non-class hours- such as before class, after class, or during the dinner break of the course. Course class hours cannot be used to retake competency test questions. Once the student obtains a passing score on the competency test, the instructor will notify AIC that the student is now passing. Unlimited retakes of the quiz with the instructor during non-class time is allowed within the eight-week course span. Contact Prof. Esta Sobey, Assoc. Dean of Education at AIC ([esta.sobey@aic.edu](mailto:esta.sobey@aic.edu)) for any issues beyond the eight week course.
**In class writing assignment (hand written).** This assignment will be graded by your professor and will become an artifact for the XCP program. The grade will be part of your overall class participation grade. (APA not required for this exercise)

**Writing prompt:** Discuss two or three characteristics of a “great teacher” that reflect goals that you have for your own teaching.

**Chapter 12  Designing Programs for Learners Challenging Times:  Curriculum and Instruction**

- From Chapt. 12 Discuss the Direct and Indirect methods of Instruction
- Bloom's Domains and his Revised Taxonomy (PPT)
- View and discuss the implications of the PPT "Teaching in the 21st Century: What do Teacher Need to Know and Be Able to Do?" (by Mary Taft, Ph.D.) (Located in Course Materials)

- AIC Lesson planning, (review model ILP) Writing behavioral objectives.
- Frameworks and 21st Century Skills.
- Partnership for 21st Century Skills: (2009) [www.21stcenturyskills.org](http://www.21stcenturyskills.org)

**In Class:** Discuss aspects of the (anticipated) Mass. Common Core Science, Technology and Engineering Frameworks from:
- A Framework for Science Education K-12 from Next Generation Science Standards
  At [www.nextgenscience.org](http://www.nextgenscience.org) View Accompanying Power Point (course materials).

**In class or Homework:** View: Annenberg Video: Learning Science Through Inquiry.

**Chapter 2  The Early History of Education in a Changing World**

**Chapter 3  Historical Perspectives of Education**

**In Class:** Group blackboard timeline may be constructed with students attaching Poster cards and discussing key historical names, philosophies, etc.

**Homework:** Partners or individuals should be assigned roles from Chapt. 4 and 5. Read and prepare for panel next class

**Class 3**

**B. Optional Response to Reading:** Consider the various teaching strategies that you have observed on your own AND learned about in chapter 12. Describe a lesson you might teach (or have taught) that illustrates one or more of your preferred instructional styles. Be sure to link examples to specific information in the text chapter. (2 pages) APA & citations needed.

Discuss the expectations of Required Response due next class.

**Homework:** For next class preview and prepare 2 or 3 key questions:
- Response to Intervention (RTI) and three-tiered model- April 2007- PPT
Class 4

C. Required Response to Reading (Due class 4):

Most teachers develop their personal teaching philosophy borrowing from a variety of philosophical models. Reflecting on how you (plan to) teach, describe the ways in which your teaching beliefs and practices reflect four or five specific historical AND current viewpoints from chapters 2 - 5. (3 pages). Text and outside educational sources must be cited and referenced (APA).

Chapter 6  Place of Schools in Society
Chapter 7  Diversity in Society and Schools
  - English Language Learners
  - Equity issues in the classroom
  - Response to Intervention (RTI)
Chapter 8  Students and Their Families

In Class: Review U.S. DOE PPT on Differentiated Instruction (course materials)
In Class: Review and discuss Response to Intervention (RTI) PPT (course mat.)
In Class: View and discuss Mass Tiered System of Support (MTSS) - www.doe.mass.edu/mtss

How are these models the same? Different? Share specific ideas on how the AIC lesson plan presentations might reflect these approaches?

Class 5  Student Assessment

D. Required Response to Reading: Read the posted Ed Week article from class "The Achievement Gap" http://www.edweek.org/ew/issues/achievement-gap/ and review Chapter 7 on diversity in society and schools. For your response, access three school district profiles or "report cards" online; one urban, one suburban and one rural. Analyze and compare the data from the three districts. Report on key differences in demographics (population characteristics/finances) and differences in student achievement levels (MCAS, AYP, graduation rates, etc). Discuss the implications of your data by commenting on the specific factors that contribute to possible disparities in student achievement. Be sure to comment on the status of ELLs. What are your views regarding the persistence of the achievement gap in American schools? Be ready to contribute insights to a classroom discussion (2 pages of response and 1-2 pages of supporting graphic / tabular data)

Microteaching presentations (as pre-assigned)

Chapter 9  Organizing and Paying for Education
Chapter 10 Legal Perspectives on Education

Homework: View or review the following documents and sites to prepare for discussion for next class.
  - Race to theTop (RTTT) http://www2.ed.gov/programs/racetothebottom/index.html
Class 6

E. Optional Response to Reading: Present highlights of your own “political philosophy” by examining at least two specific topics from the chapters, such as, funding, equity, accountability, school choice, equal opportunity, or other legal issues, etc. Remember to address varying (opposing) viewpoints as you present your views. Include outside research sources. (2 pages)

Microteaching presentations (as determined earlier)
Group presentations from Chapt 11

Chapter 11 Standards, Assessment, and Accountability

Discuss the new focus on data-driven Instruction, assessment (PARCC) and progress monitoring. (PPT)

Supplemental References/ Reading:
In class: examine state and national education reform initiatives including, Race to the Top (RTT), College and Career Readiness, Common Core Curriculum.

Microteaching presentations (as pre-assigned)

Homework: View government websites for next class:
Select an example of research-based practice to share with the class

F. Optional Response to Reading: a. Discuss the importance of teaching with 21st Century Skills. b. How do 21st century skills align with Race to the Top, national testing, and the Common Core Curriculum? Be sure to link your ideas to points from the chapter and research readings. (2 pages)

Class 7 Microteaching presentations (final presentations)

Chapter 12 Designing Programs for Learners: Curriculum and Instruction
Chapter 13 Becoming an Effective Teacher in a Challenging World

In Class: Discuss the reasons for research-based practice; how it impacts teaching and learning. Use examples (homework) from gov’t websites.

G. Optional Response to Reading: Teacher resources abound on the Internet. Browse and locate one site that has particular value to educators in offering lesson plans, instructional content, unit activities or other creative resources. Describe and then critique the contents of the site. Print out 2 or 3 sample pages from the site. Be ready to share with peers.
Class 8  All lesson reflections, course assignments etc. must be submitted.  
   Booktalk presentations and discussion.  
   Final Class Activity - Revisit your philosophy paper from Class 4.  Discuss in groups any changes in emphasis or direction that you note based on recent field experiences, service in the schools or course teachings.  What projections do you have for how your philosophy may change over years of service?  Identify philosophical positions that emerge from the group / from the class a whole. How do they agree? Disagree?

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REMEMBER:  All prepracticum WAIVERS, LOGS and JOURNALS must be submitted electronically to the DROPBOX  prepracticum@aic.edu for your Program Director’s review and approval before hours can be accepted by your instructor:

**To complete this course and receive a grade, you must show your instructor:

   a. Documentation regarding your approved prepracticum waiver; or
   b. Documentation of approval for the 3 or 4 hours of completed observation, or
   c. Documentation of approval for 25 hours of prepracticum time and journal for those who do not have a prepracticum waiver.
   d. For those receiving a grade of IN-PROGRESS (IP):  It is your responsibility to complete required prepracticum hours; submit log and journal electronically; obtain an approval document that will be e-mailed after review;  e-mail your instructor with a copy of your prepracticum approval document in order for the grade to be submitted.

Thank you for your contributions to a successful class.
These are the updated (new standards in Bold) Massachusetts Professional Standards for Teachers. It is urged that you use this document as the Table of Contents for your final PORTFOLIO. Activities in your Initial license program / courses are designed to fulfill all of these standards. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License during the Practicum.

Professional Standards for Teachers

DESE- 2013

(a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
   a. Makes learning objectives clear to students.
   b. Communicates clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids.
   c. Uses engaging ways to begin a new unit of study or lesson.
   d. Builds on students’ prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
   a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
   c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
   d. Employs a variety of reading and writing strategies for addressing learning objectives.
   e. Uses questioning to stimulate thinking and encourages all students to respond.
   f. Uses instructional technology appropriately.
   g. Uses effective strategies and techniques for making content accessible to English language learners.
   h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating
and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

3. Communicates high standards and expectations when extending and completing the lesson:
   a. Assigns homework or practice that furthers student learning and checks it.
   b. Provides regular and frequent feedback to students on their progress.
   c. Provides many and varied opportunities for students to achieve competence.

4. Communicates high standards and expectations when evaluating student learning:
   a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
   b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation.
   1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
   2. Creates a physical environment appropriate to a range of learning activities.
   3. Maintains appropriate standards of behavior, mutual respect, and safety.
   4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity.
   1. Encourages all students to believe that effort is a key to achievement.
   2. Works to promote achievement by all students without exception.
   3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
   4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.

5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

(e) Meets Professional Responsibilities.
   1. Understands his or her legal and moral responsibilities.
   2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
   3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
   4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
   5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
   6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
   7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.
### Instructional Lesson Plan

*(Working Template Available in XCP Student Folder)*

(Coded per MA Professional Standards for Teachers)

<table>
<thead>
<tr>
<th>Teacher</th>
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<tbody>
<tr>
<td>School/District</td>
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<tr>
<td>Subject Area(s)</td>
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</tr>
<tr>
<td>Grade Level(s)/Course</td>
<td></td>
</tr>
<tr>
<td>Lesson/Unit Duration</td>
<td></td>
</tr>
<tr>
<td>Date Submitted</td>
<td></td>
</tr>
</tbody>
</table>

#### I. Goals and Objectives

**A. Lesson Goals**  
(A1, A2, A3, A5, A8, D3)  
*What are the goals for this lesson?*  
*How to the lesson goals integrate with unit goals?*  
*Why are the lesson goals suitable for this group of students?*

**B. Lesson Objectives**  
(A5, B1, B2, B3, B4)  
*What are specific behavioral objectives that meet lesson goals?*

**C. Curriculum Frameworks Standards Addressed*  
(List # and text of stds.)*

**D. Technology/Resources Needed**  
(A3, A6, A7, B2f)  
*Content Resources (books, articles, speakers, handouts, community resources, etc.)*  
*Software/Web Resources (CD-ROMs, DVDs, URLs, etc.)*  
*Hardware (computers, TV, DVD player, etc.)*  
*Other media, video, satellite, etc.*

**E. Levels of Critical Thinking**  
(A1, A2, A3, A5, B2e, D1, D2)  
*Check all that apply*  
___Remembering ___Applying ___Evaluating  
___Understanding ___Analyzing ___Creating
<table>
<thead>
<tr>
<th>F. 21st Century Learning and Innovation Skills** (D1, D2, D4)</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>___ Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td></td>
<td>___ Communication and Collaboration</td>
</tr>
<tr>
<td></td>
<td>___ Information, Media, and Technology Skills</td>
</tr>
</tbody>
</table>

**II. Instructional Plan**

<table>
<thead>
<tr>
<th>A. Pre-Instruction (A4, B1, D1-3, E1-2)</th>
<th>What student needs/interests/prior learning will be a foundation for this lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will you engage students in lesson content?</td>
</tr>
<tr>
<td></td>
<td>What curriculum connections can you make to broader content area knowledge?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Instruction (B2, D3)</th>
<th>Presentation of new material – teacher role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student role</td>
</tr>
<tr>
<td></td>
<td>Application (moving from guided, scaffolded practice to increasingly independent practice/gradual release of responsibility) – teacher role</td>
</tr>
<tr>
<td></td>
<td>Student role</td>
</tr>
</tbody>
</table>

| C. Closure (B3) | How will you wrap up the lesson and anticipate future learning in the unit? |

<table>
<thead>
<tr>
<th>D. Assessment (A2, A3, B3b, B4)</th>
<th>How will you know students reached lesson goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What formative and/or summative assessment strategies will you use?</td>
</tr>
<tr>
<td></td>
<td>How will students be involved in ongoing assessment?</td>
</tr>
<tr>
<td>III. Strategic Analysis of Instruction</td>
<td>How will students assess themselves?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>A. Management (C1-4)</td>
<td>What strategies will you employ to successfully manage student learning and behavior during this lesson?</td>
</tr>
<tr>
<td></td>
<td>How will the learning environment support planned activities?</td>
</tr>
<tr>
<td>B. Options for Differentiation (A3, A8, B2b, B2d, B3b, D2)</td>
<td>How will you provide for students with special needs and/or English Language Learners?</td>
</tr>
<tr>
<td></td>
<td>How will you modify lesson for individual learning needs?</td>
</tr>
<tr>
<td></td>
<td>How will you integrate additional resources to extend lesson?</td>
</tr>
<tr>
<td>C. Reflections on Lesson (E6)</td>
<td>What are next steps for student learning related to lesson/unit goals?</td>
</tr>
<tr>
<td></td>
<td>What is your self-assessment of your instructional practice and effectiveness in this lesson?</td>
</tr>
</tbody>
</table>

* Massachusetts Curriculum Frameworks found at [http://www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html)*


Massachusetts Technology Literacy Standards and Expectations found at [http://www.doe.mass.edu/edtech/standards/itstand.pdf](http://www.doe.mass.edu/edtech/standards/itstand.pdf)
Vocational Pathways: Health Promotion Program

Lesson: Personal Health Concepts

LESSON PRESENTATION SCORING RUBRIC (INSTRUCTOR USE)

<table>
<thead>
<tr>
<th>Standards/Common Core State Standards (both)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards are clearly and thoroughly addressed in lesson</td>
<td>• Lesson is linked to standards</td>
<td>• Lesson activities not clearly linked to standards</td>
<td>• Lesson not linked to standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content knowledge of presenter</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates mastery of content knowledge</td>
<td>• Content is meaningfully and developmentally appropriate for diverse learners</td>
<td>• Demonstrate adequate content knowledge</td>
<td>• Demonstrates weak content knowledge</td>
<td></td>
</tr>
<tr>
<td>• Content is wisely selected and thoroughly presented in a meaningful manner to diverse learners</td>
<td>• Content is developmentally appropriate for diverse learners, but not meaningfully presented</td>
<td>• Content is developmentally inappropriate for diverse learners, and poorly presented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher order critical thinking. (21st Century Skills)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson strongly emphasizes understanding the big ideas.</td>
<td>• Lesson aims for understanding the big ideas, but focuses somewhat on lower order thinking skills.</td>
<td>• Lesson refers briefly to big ideas, but focuses heavily on lower order thinking skills.</td>
<td>• Lesson misses big ideas and focuses exclusively on isolated facts.</td>
<td></td>
</tr>
<tr>
<td>• Emphasizes evaluating and creating procedural knowledge, and metacognitive awareness.</td>
<td>• Emphasizes applying and analyzing conceptual and procedural knowledge.</td>
<td>• Emphasizes understanding and analyzing conceptual knowledge.</td>
<td>• Emphasizes remembering and understanding factual knowledge.</td>
<td></td>
</tr>
<tr>
<td>• Assessment emphasizes higher levels of critical thinking.</td>
<td>• Assessment reflects some higher levels of critical thinking.</td>
<td>• Assessment minimally reflects higher order critical thinking.</td>
<td>• Assessment is “Spit back the facts”.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation and teaching skills</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson objective clearly explained.</td>
<td>• Lesson objective is stated.</td>
<td>• Minimal reference to lesson objective.</td>
<td>• No reference to lesson objective.</td>
<td></td>
</tr>
<tr>
<td>• Highly organized, well sequenced.</td>
<td>• Reasonably organized and sequenced.</td>
<td>• Not clearly organized or sequenced.</td>
<td>• Not organized or sequenced.</td>
<td></td>
</tr>
<tr>
<td>• Uses wide variety of group dynamics and instructional strategies.</td>
<td>• Uses a variety of group dynamics and several instructional strategies.</td>
<td>• Little emphasis on group dynamics or variety of instructional strategies.</td>
<td>• No emphasis on group dynamics or instructional strategies.</td>
<td></td>
</tr>
<tr>
<td>• Highly motivating and engaging.</td>
<td>• Motivating and engaging.</td>
<td>• Minimally motivating and engaging.</td>
<td>• Not at all motivating and engaging.</td>
<td></td>
</tr>
<tr>
<td>• Masterful use of materials/visuals.</td>
<td>• Competent use of materials/visuals.</td>
<td>• Limited or awkward use of materials/visuals.</td>
<td>• No use of materials/visuals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson emphasizes creativity and innovation</td>
<td>• Lesson allows for some creativity and innovation</td>
<td>• Lesson minimizes creativity and innovation</td>
<td>• Lesson ignores creativity and innovation</td>
<td></td>
</tr>
<tr>
<td>• Lesson</td>
<td>• Lesson allows for some critical</td>
<td>• Lesson minimizes critical thinking and</td>
<td>• Lesson ignores critical thinking and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Presenter Name(s) ___________________________ Date ____________
Lesson ____________________________________________________
<table>
<thead>
<tr>
<th>emphasizes critical thinking and original problem solving</th>
<th>thinking and original problem solving</th>
<th>original problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Presents numerous opportunities for student communication and collaboration.</td>
<td>- Presents minimal opportunities for student communication and collaboration.</td>
<td>- Lesson minimizes ICT skills.</td>
</tr>
<tr>
<td>- Lesson fully integrates ICT skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson meets needs of diverse learners

<table>
<thead>
<tr>
<th>Instruction accommodates wide variety of learning styles.</th>
<th>Instruction accommodates a variety of learning styles.</th>
<th>Instruction accommodates limited variety of learning styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Clear differentiation for language and/or learning needs.</td>
<td>- Some differentiation for language and/or learning needs.</td>
<td>- Minimal differentiation for language and/or learning needs.</td>
</tr>
<tr>
<td>- Flexibility for physical and/or emotional disabilities.</td>
<td>- Some flexibility for physical and/or emotional disabilities.</td>
<td>- Minimal flexibility for physical and/or emotional disabilities.</td>
</tr>
<tr>
<td>- Lesson integrates rich extensions and/or modifications.</td>
<td>- Lesson integrates some extensions and/or modifications.</td>
<td>- Lesson integrates minor extensions and/or modifications.</td>
</tr>
<tr>
<td>- Lesson fosters multicultural learning perspectives.</td>
<td>- Lesson provides some multicultural learning perspectives.</td>
<td>- Lesson provides few multicultural learning perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction does not accommodate variety of learning styles.</th>
<th>Instruction does not accommodate variety of learning styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No differentiation for language and/or learning needs.</td>
<td>- No differentiation for language and/or learning needs.</td>
</tr>
<tr>
<td>- No flexibility for physical and/or emotional disabilities.</td>
<td>- No flexibility for physical and/or emotional disabilities.</td>
</tr>
<tr>
<td>- Lesson does not integrate extensions and/or modifications.</td>
<td>- Lesson omits multicultural learning perspectives.</td>
</tr>
</tbody>
</table>

### Comments:
PEER RUBRIC: LESSON PRESENTATION  Presenter’s Name:
____________________________________

Underline relevant exemplars in each row and circle score.

<table>
<thead>
<tr>
<th>NOVICE (1)</th>
<th>ACHIEVING (3)</th>
<th>ACCOMPLISHED (5)</th>
<th>Circle score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING AND ORGANIZATION</strong></td>
<td>Little evidence of planning  Weak organization  Too much/too little content  Too much/too little activity  Lack of materials  Weak pacing / sequence</td>
<td>Planning is evident  Sufficient organization  Appropriate amount content  Appropriate level of activity  Adequate use of materials  Adequate pacing / sequence</td>
<td>Much planning evident  Excellent organization  Well-chosen content  Ideal level of activity  Excellent use of materials  Well-paced, good sequence</td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
<td>Little purpose / direction  Weak communication  Weak motivation  Little modeling/support  Little student engagement  Little hands-on learning</td>
<td>Adequate purpose /direction  Good communication  Good motivation  Good modeling/support  Good student engagement  Some hands-on learning</td>
<td>Clear purpose / directions  Strong communication  Strong motivation  Excellent modeling/support  Strong student engagement  Excellent hands-on learning</td>
</tr>
<tr>
<td><strong>SUBJECT MATTER KNOWLEDGE</strong></td>
<td>Lacking knowledge  Weakly relevant content  Shows little enthusiasm  Not aligned with MCF</td>
<td>Adequate knowledge  Appropriate content  Shows interest  Aligns with MCF</td>
<td>Excellent knowledge  Highly relevant content  Demonstrates enthusiasm  Aligns with MCF</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Little feedback  Lack of checking  Little measure of learning</td>
<td>Good feedback  Checks with learners  Observes and measures</td>
<td>Ongoing strong feedback  Checks with all learners  Observes and measures</td>
</tr>
</tbody>
</table>

Comments: __________________________________________

TOTAL SCORE out of 20 __________
MEMO OF UNDERSTANDING
EARLY CHILDHOOD, ELEMENTARY, AND MODERATE DISABILITIES
PROGRAMS

I, ________________________________, understand that I will be required to pass a math

Student name (printed)

competency quiz by the conclusion of EDU 5530 (formerly EDC 508) with a passing score of 85% in order to pass the course and be allowed to continue in the program.** The math competency quiz will be administered during the second week of EDU 5400 (the first course in the program). I further understand that I will be allowed to retake the missed test items with my instructor during non-class hours- such as before class, after class, or during the dinner break of the course. Course class hours cannot be used to retake competency test questions. Once I obtain a passing score on the competency test, the instructor will notify AIC that I have passed. If unsuccessful in passing the quiz by the end of 5530, I understand I will fail the course and not be allowed to proceed to the next course.

______________________________________

Signature

____________________

Date

**Students who have already passed the General Curriculum Math MTEL, the old General Curriculum MTEL prior to March of 2009, or the Early Childhood MTEL, are exempt from this requirement. Students who are in the non-licensure track are required to pass the quiz. Please show the professor the passing score report.
SYLLABUS ADDENDUM

American International College is committed to the following dispositions; we seek to model them and to prepare teachers and administrators who exhibit them.

Dispositions expected of all effective educator/leaders

• Belief that all children can learn and achieve at their highest possible level
• Respect for all students, families, colleagues, and community recognizing the value inherent in diversity
• Commitment to high expectations of one’s own professional practice by engaging in life-long learning and application to practice
• Commitment to exercising the flexibility, mutual respect, reflectivity and willingness to innovate for effective collaboration with all stakeholders
• Commitment to ethical values including integrity, confidentiality and equity

LIBRARY RESOURCES - From the college website page: http://www.aic.edu/library/databases, you may access AIC’s enormous collection of resources. Also, there are online tutorials available at http://www.aic.edu/library/tutorials .

Contact information: Information Literacy Department: information.literacy@aic.edu
Reference Department: reference@aic.edu

CORI Policy: Local school districts require candidates undertaking pre-practicum or practicum experiences through the program to undergo a criminal history offender information (CORI) check and a district may determine that a candidate is ineligible for placement based on the outcome of the CORI check. Any candidate who is refused a placement by a district as a result of his/her CORI check is solely responsible for finding his or her own practicum placement which, in the sole discretion of the College, meets the academic requirements of the program; a candidate’s failure to timely identify an alternative practicum placement (by the end of the following semester) meeting the program’s academic standards will result in termination from the program.