Rowan University
College of Education
Interdisciplinary & Inclusive Education Department

Clinical Practice:
Elementary Education
Spring 2016

Department Office: 856-256-4738
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January 16, 2016

Dear Teacher Candidate:

It is our privilege to welcome you to the clinical practice phase of your elementary teacher education program. You have worked diligently to reach this point. We are quite certain that you will continue to work hard to make the most of this final field experience and to become an excellent beginning teacher, ready for your own classroom when the semester ends.

This is your opportunity to apply your learning in a realistic classroom setting over a prolonged period of time under the supervision and guidance of a certified professional teacher and a teacher education university faculty supervisor. It is a time for you, the candidate, to demonstrate your readiness and ability to provide a logical, coherent, and appropriate instructional program at your assigned grade level and to manage your classroom responsibilities consistent with sound learning strategies and sound educational practice.

You will demonstrate to your collaborating teacher and your university supervisor that you have learned and can apply the principles of the learning community as well as content knowledge mastery in the wide range of subjects demanded of the elementary educator. You will be demonstrating your planning and implementation of instruction as well as your management skills. It will be your responsibility to show that your teaching has a positive impact on the learning of the children entrusted to your care in our public schools. This should be an exciting and challenging time for you, and the Department of Interdisciplinary & Inclusive Education looks forward to supporting you as you complete your clinical practice experience.

You, your collaborating teacher, and your university supervisor will be a team working together so that you meet all the standards required of you for certification and licensure. Being an educator in the 21st century can be a daunting prospect, but we are confident that you are ready to meet the challenges ahead. Best wishes for a rewarding and successful semester!

Respectfully,

*Cori Meredith Brown*

Dr. Cori Brown, on behalf of your Faculty and Supervisors
Department of Interdisciplinary & Inclusive Education
Course Number and Title: ELEM 02448: Clinical Practice in Elementary Education


Catalog Description: The clinical practice experience is a supervised, full-time activity conducted in a public elementary classroom. In this course, candidates must demonstrate mastery of subject area content, lesson planning, and use of multiple instructional strategies and ability to assess learner progress; manage all aspects of classroom activity; work collaboratively with all colleagues, administrators, families, and community; and document evidence of doing all of the above. This is a full-time field based course taken in the senior year.

Connection to the Mission of the College of Education
To positively impact and develop local, regional, national and global educational communities by:
- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions with the ultimate goal of ensuring equitable educational opportunities for all learners.

Department Mission/Purpose Statement
The Department of Interdisciplinary and Inclusive Education offers a variety of opportunities for caring and dedicated undergraduate, post-baccalaureate and graduate students to pursue initial certification as early childhood or elementary teachers as well as an endorsement as a Teacher of Students with Disabilities. In addition, the department offers graduate programs that provide advanced study in curriculum and teaching, including the M.Ed. in Teacher Leadership, the M.S.T. in Elementary Education and the M.A. in Special Education program. The M.A. in Learning Disabilities program is also offered for students interested in pursuing certification as a Learning Disabilities Specialist. The department is committed to fostering student growth as instructional leaders who have a developmental perspective, cooperative disposition, and reflective orientation and are committed to the principles of access, success, and equity for all students. All programs in the department are nationally accredited and have been approved by the New Jersey Department of Education.

Vision Statement of the College of Education
The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Connecting to the College of Education Conceptual Framework Pillars:
The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:
1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.
Building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning to inform our practices and provide a foundation upon which learning evolves.

**New Jersey Professional Teacher Standards and ACEI Standards addressed by course:**
This course addresses all 10 New Jersey Professional Standards and all of the ACEI standards in a holistic way. The course focuses on students applying their knowledge about both sets of standards to their daily teaching, curriculum planning, and assessment in their clinical practice teaching experiences.

**New Jersey Core Curriculum Content Standards and Common Core State Standards addressed by course:**
This course addresses the NJ Core Curriculum Standards 1-6 and Common Core State Standards. Since this is a capstone course, teacher candidates will be expected to have thorough knowledge of these standards and apply them to their clinical practice teaching experiences.

**Prerequisites:** Completion of Junior Level Professional Sequence of Courses, Admission to Clinical Practice.

**Co-requisites:** Clinical Practice Seminar for Elementary Education (ELEM 02445); Teaching Students of Linguistic and Cultural Diversity (SECD 03350)

**Topical Outline/Content/Requirements:**
- Attend Rowan and all school orientation meetings.
- Obtain and read copies of student, parent, and faculty handbooks and discuss those portions that most directly impact teacher candidates and their students.
- Obtain copies of the Quality Assurance Annual Report and New Jersey Report Card for their school and district. Summarize those items that impact their teaching and students most directly.
- Conference with Collaborating Teacher and Supervisor regarding expectations, roles, and responsibilities.
- Assist Collaborating Teacher with setting up classroom for beginning of school (for Fall candidates).
- Develop and maintain a file of professional records, including observation reports by supervisor and collaborating teacher, transcripts, Mantoux test, fingerprinting, Praxis scores, and professional development activities.
- Follow the same daily schedule as your Collaborating Teacher. This includes signing in and out of school and any school duties.
- Participate in any after school meetings, parent conferences, school activities with their collaborating teacher.
- Develop and teach a **10-lesson interdisciplinary thematic unit** of investigation that includes language arts, mathematics, science, and social studies lessons with a strong service-learning component.
- Utilize a data-based decision making model, with varied assessments and pre and post lesson assessment data collected and analyzed as a part of edTPA and unit plan.
- Prepare two bulletin boards/learning centers.
- Obtain, examine and develop a plan to implement the IEP accommodations and 504 plans for students in their classrooms.
- Meet with Collaborating Teacher at least once weekly about organization and management of the classroom, philosophy of instruction, lesson and unit planning, and scope and sequence of curriculum. It is also recommended to establish an ongoing log book together with cooperating teacher with daily entries to address questions, comments, and feedback. University Supervisor will have access to read and contribute during observational visits.
- Maintain a “grade book” that accurately records student academic progress and attendance in the same format as their collaborating teacher. Develop a written explanation describing how student learning is assessed and marking grades are determined. Record grades on progress reports, report cards, and/or an electronic grade book.
- Gradually assume increasing responsibility for routine and instructional tasks and responsibilities, beginning by observing and assisting Collaborating Teacher and moving gradually to planning for and taking over all aspects of teaching and classroom management, one subject area or time block at a time.
- Meet with Collaborating Teacher and University Supervisor to discuss midterm and final evaluations of performance, and develop a plan for remediation of any identified deficiencies. If possible, have the principal (or vice-principal) observe the Teacher Candidate and conduct a follow-up conference.
- Maintain a weekly reflective journal and respond to comments from University Supervisor.

**Student Evaluation: (Grading Policy)**
Each of the following assignments is a signature assessment and will be required for all Teacher Candidates.

1. Written lesson plans for all planned instruction (these may be a combination of long, short, and block formats).
2. Complete and successfully submit edTPA Tasks 1, 2, 3, & 4. This will incorporate the design and delivery of a thematic, interdisciplinary unit of instruction with 10 lessons, including four written in the complete elementary lesson plan format (one each in language arts, mathematics, science, and social studies) and a service-learning component.
3. Full time (collaborative) teaching responsibilities for at least 25 consecutive days (5 weeks).

Course grading is based 75% on teaching and 25% on written work.

**NOTE:** Candidates must earn Basic/Meets Expectations or higher on all indicators of the Clinical Practice Final Performance Evaluation Rubric (including the 6 indicators specific to the Elementary Education Program in the SPA Addendum) in order to receive a passing grade in the course and be recommended for certification. Candidates must also earn an overall score of 40 or higher on edTPA in order to receive a passing grade in the course and be recommended for certification.

* Please note that the scoring rubric and assignment description for edTPA, the Midterm Evaluation/SPA, and the Final Evaluation/SPA will be available for you on the College of Education TK20 system. TK20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students’ learning, as well as make our assessment and accountability tasks easier. Please follow the link below to log into your TK20 account and submit your assignment: [http://www.rowan.edu/colleges/education/accreditation/TK20.html](http://www.rowan.edu/colleges/education/accreditation/TK20.html). Your assignment will not be graded unless it is submitted on TK20. If you have questions about TK20, please view the TK20 Information Page, which includes FAQs. *
Course Calendar:
Teacher candidates will spend the full semester, 5 days per week, at their clinical practice site. The course will begin on the first day of Rowan’s semester and end on the final day of exam week. Otherwise, teacher candidates will follow their school site calendars for breaks and vacations.

Issues Related to Academic Success:
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact the professor immediately. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Note: Rowan University has a very clear policy related to cheating, falsification, plagiarism, facilitating academic dishonesty. It can be reviewed at: http://www.rowan.edu/studentaffairs/deanstu/policies/academic_honesty/
SUGGESTED ORGANIZATION AND CONTENT FORMAT FOR NOTEBOOK

Below is a suggested organization for your notebook. Discuss specifics and any modifications with your University Supervisor. Divide your notebook using tabbed, labeled dividers. This notebook should be available in your classroom at all times; please have it out for your Supervisor when he/she comes to observe. You may discuss/decide that it is more appropriate to keep folders for each component updated and available instead. Remember to keep it up to date.

I. List of Observations/Interviews/Professional Meetings Attended
   * See page 9 for suggested formats

II. edTPA (Education Teacher Performance Assessment) - Complete Elementary Education Tasks 1, 2, 3, & 4 which include planning, teaching, assessing and reflecting on the impact of instruction. Incorporates an interdisciplinary, thematic investigation with a minimum of 10 lessons. Unit will include at least one lesson each in language arts, mathematics, science, and social studies, and those four are to be written in the Danielson lesson plan format. The remaining lessons may be in any subject area and may be written using an abbreviated format. *See pages 19-20 for details

III. Lesson Plans and Analyses—Subdivide by content. In addition to a complete lesson plan for the first lesson you teach in Reading/Language Arts/Literacy, Mathematics, Social Studies, and Science, you must include at least one long lesson plan in the Arts (art, music, theater, or dance) and one in Physical Education or Health at some point during the semester. Incorporate technology as appropriate in your placement. Your Collaborating Teacher and Supervisor will discuss with you “block style” lesson plans appropriate for your school, grade, and subjects. (Note that the special area lessons may be taught in your regular classroom or in the room of the special area teacher, as most appropriate for your particular setting.) *See pages 11-13 for Danielson lesson format

IV. Recording System for Assessments—this documents student learning

V. Bulletin Boards and/or Learning Centers – 2 total  (take photos!)  
   (Remember to follow your district’s policy on taking/using photographs of individual students.)

VI. Observation Feedback—from supervisor and collaborating teacher

VII. Weekly Schedule – highlight or describe what you teach on your class’ schedule each week

VIII. Copies of Letters/Handouts/Worksheets that are not in your Lesson Plans

IX. Personal Ideas Collected, Resource Materials, Articles

X. Other

Note: Many supervisors request weekly reflections be e-mailed to them; others may prefer weekly reflections be placed in your notebook.
SUGGESTED FORMATS FOR OBSERVATIONS AND INTERVIEWS

OBSERVATIONS
Observe the following teachers as well as any additional teachers suggested/arranged by your cooperating teacher.

- Teacher at: same grade level, grade level above, grade level below
- Special area teachers: Art, Computer, Health and Physical Education, Music, Library
- Special Education teacher(s)
- Another Rowan Clinical Practice candidate (if there are any at your school)

After each observation, think about what you observed and reflect on what you learned that will help you in your teaching this semester. Discuss these with your university supervisor.

INTERVIEWS (conducted together with any other Clinical Practice candidates at your school)
Please make every effort to briefly interview the following individuals as well as any others appropriate to your school setting:

- Principal
- Secretary(ies)
- Child Study Team members (as appropriate and available at your school setting)
  - Social Worker
  - Learning Consultant
  - Psychologist
  - Speech Therapist
- School Nurse
- Librarian
- Guidance Counselor
- Special Education Teacher
- HIB coordinator for your school (most likely it will be one of the above)
- Other

Suggested Interview Reporting Format (Discuss with your Supervisor)—place in your notebook.

After each interview, include the person interviewed, his/her position, the date, and respond to the following questions:

1. What is/are the roles/responsibilities of this person in the school/district?
2. How does this person/position interact/collaborate with/impact the classroom teacher?
3. What have you learned from this interview that will assist you this semester and as a future classroom teacher?

PROFESSIONAL MEETINGS AND EVENTS ATTENDED

These would include examples such as the following: faculty meetings at your school, grade level or subject area meetings, PTA meetings, School Board meetings, in-service workshops, parent conferences, Child Study Team meetings, school-sponsored club meetings, after-school programs, school-sponsored community events. Keep a list of whatever you attend and the date. Discuss each meeting/event and something you learned that you consider useful or valuable with your university supervisor.
RESOURCES AVAILABLE

Be creative in utilizing resources available to you for finding content information and teaching strategies for use in planning and teaching your lessons!

These are in addition to books and materials from your prior courses and anything shared with you by your cooperating teacher, supervisor, or others. Be sure to read the Teachers’ Guides of your textbooks; they often provide ideas and suggestions for learners of various talents, abilities, and disabilities as well as examples for interdisciplinary and multicultural connections.

Most of you use the internet appropriately, finding reliable sources for interesting information and teaching ideas. The following are some other resources prior Clinical Practice candidates have found useful. As you think of additional ones, add them to your list and share them with your peers.

Places to go:

Book stores, Campbell Library, Schaub Materials Center on the first floor of James Hall, EIRC at the Rowan Tech Park, your local community or county library, teacher stores, AAA, museums, travel agencies, “dollar” stores, craft stores, cultural centers, local fairs.

Drive around the neighborhood/community surrounding your school in addition to researching information about the community. You may find ideas to incorporate into your lessons or identify possible individuals to invite to your classroom.

Materials you might wish to use:

Think about the many ways you could use the following without spending any money: newspapers, magazines, phone books, state maps, menus, wall paper samples, old calendars and greeting cards, wrapping paper, travel brochures, pamphlets, placemats.
Elementary Education Program  
DANIELSON FRAMEWORK LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Subject/Grade/Program Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Title of the Lesson:</td>
</tr>
<tr>
<td>Lesson Essential Question:</td>
<td>Topic or Big Idea:</td>
</tr>
<tr>
<td>Unit Essential Question:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductory/Acquisition Lesson</th>
<th>Extending Thinking Lesson</th>
<th>Assessment Lesson</th>
</tr>
</thead>
</table>

**The delivery of your lesson is always contingent upon the content you intended to deliver. Sometimes you may address all of the elements in the template and sometimes you may not. This template is a guide to ensure you are addressing the essential elements of a lesson plan to ensure students will be able to demonstrate enduring understanding.**

**Focus Students’ Attention**  

<table>
<thead>
<tr>
<th>Content Outcome Performance Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome(s): What should students know and do as a result of the lesson? (Component IC)</td>
</tr>
</tbody>
</table>

**Content Standards**  

<table>
<thead>
<tr>
<th>Standard(s): What are the standard(s) addressed by this lesson? Does the lesson have an interdisciplinary focus? (Component IA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include number and text of each standard being addressed</td>
</tr>
</tbody>
</table>

**Common Core Focus**  

| Relevance/Rationale: Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning? (Components IA, IC) |

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- 11 -
<table>
<thead>
<tr>
<th>Language Objective (Classes with ESL Co-teacher)</th>
<th>Statement of Language Objective: How will the student demonstrate understanding using the four domains of reading, writing, speaking, and/or listening? (Components 1B, 1C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model of Co-teaching</td>
<td>Statement of Adult Roles: How will the other adults in the classroom support students (aides, paraprofessional, special educator, resource teacher, etc.)? (Component 4D)</td>
</tr>
<tr>
<td>Anticipatory Set /Activating Strategy</td>
<td>Do Now / Warm-up: How will you engage students in learning? How will you connect the lesson to their prior knowledge? (Component 1E)</td>
</tr>
<tr>
<td>Introductory / Short Lecture/ and/or Developmental Activities</td>
<td>Teacher Directed Activities: (Teaching of the new concept): How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures? What instructional strategy(ies) will you introduce, re-introduce or utilize to ensure comprehension? (Component 1E)</td>
</tr>
<tr>
<td>Teacher Guided Practice</td>
<td>Teacher-Monitored Activities: What will students do together to use new concepts or skills? How will you assist students in this process? (Component 1E)</td>
</tr>
<tr>
<td>Independent Practice or Activities</td>
<td>Practice Activities, Refinement, and Extension: What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes? (Components 1E, 1F)</td>
</tr>
<tr>
<td>Assessment/Closure</td>
<td>Formative Assessment:</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>What does success on this lesson’s outcomes look like?</td>
<td>How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Materials:</th>
<th>What texts, digital resources, &amp; materials will be used in this lesson? (Component 1D)</th>
<th></th>
</tr>
</thead>
</table>

| Access for All: | How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity – ELL, IEP, & Gifted, etc. (Components 1B, 1C, 1E) | |

| Differentiation: | What curriculum modifications and/or classroom accommodations will you make for Students with learning differences in your class? Be as specific as possible. (Component 1B, 1D) | |

| Reflection: | | |
CLINICAL PRACTICE UNIT PLAN INSTRUCTIONS

Cover, Table of Contents, and Pagination
Put the title of the unit, author, and grade level on a cover page. Paginate the full document. Create a table of contents with page numbers for each section listed below and for each full lesson plan.

Unit Overview
Provide an overview of your unit, including the interdisciplinary thematic topic, subjects to be addressed, number of lessons, amount of time needed to teach the unit, and how subjects will be integrated.

Learners
Describe what learners at this age and stage of development are generally able to do in terms of the content and skills to be taught in this unit. Indicate their typical academic, physical, and social capabilities and limitations at this age, and explain how their developmental needs will be met in this unit. Include any other unit-relevant developmental considerations as appropriate, and cite your source(s).

Then describe the particular learning needs of the whole class and specific students. Include cultural backgrounds, unique learning styles, academic range, and specific abilities, disabilities, language support needs, and other special learning needs.

Discuss how the unit will accommodate these needs, providing varied instructional approaches you will use to differentiate for students with low or gifted skills, special needs, or sheltered language learning needs. Do not use students’ names; use pseudonyms.

Enduring Understanding
Indicate the unit plan’s overall concept, principle, and/or process of enduring importance which your students will gain from their study of this unit topic. This content should be transferable or applicable to new situations beyond the topic of study.

Essential Question(s)
Provide a provocative question related to the enduring understanding that will promote inquiry, understanding, and transfer of learning in this unit. This essential question is one that may be raised at the beginning and end of the unit.

Performance Outcome
Provide the measurable overall performance outcome for this unit. The unit outcome would measure student success in reaching the enduring understanding. It would show what students will be able to do as a result of this unit. State the outcome as follows: The students will be able to....

Assessment
Pre and Post Assessment for the Unit
(1) Describe and attach the measure you will use (test or other performance task) to determine pre and post unit student knowledge and any rubrics you will use to evaluate each. For example, students could write a paragraph explaining what they know about the unit topic before and after the unit; they could complete a before and after KWL or draw a before and after visual concept maps or web, or they could do a before and after unit drawing or diagram with caption/explanation.

(2) Describe any other on-going assessments you will use while teaching this unit, such as skill checklists or anecdotal records.

Pre and Post Assessment and Data Collection for the Lessons
Describe the varied measures you will use to determine pre and post lesson student knowledge, the nature of the data that will be collected to provide evidence of impact on student learning, and any rubrics you will use to evaluate each. Attach these with the actual lesson under that section.

List each lesson by title, and for each one,
(a) list its stated measurable outcome,
(b) describe the measure you will use to determine pre and post lesson student knowledge, and
(b) describe the data you will collect at the end of that lesson that will serve as evidence that each student can independently meet that outcome.

Note that for Clinical Practice, the unit in totality should reflect varied approaches to formative and summative assessment through what is described in this section and in the varied lessons.

Under the Lessons section, within four of those lesson plans (one each for language arts, mathematics, science, and social studies) in the “after the lesson” section, be sure to include
(a) the actual data in the form of pre and post lesson scores and the difference between these, provided in whole class rosters and
(b) sample student work, along with
(c) discussions of how the work samples and scores demonstrate impact on student learning, and
(d) what should be the next step in instruction for the whole class and for those students who struggled with the lesson content.

Content

Unit Visual
Provide a visual (e.g. concept map) that depicts the content to be covered in this unit. Divide it into a main interdisciplinary, thematic topic, subtopics, and sub-subtopics to be covered within the overall theme. Include your unit’s overarching essential question on the page.

Content Outline
- Indicate the content area generalizations (broad statements) to be covered in this unit. There should be one generalization per each of the subtopics, and there should be at least one subtopic each for language arts, mathematics, science, and social studies.
- For each generalization, indicate the detailed factual knowledge that supports the generalization.
- Following each generalization and supporting factual detail, list related concepts or abstract ideas associated with the content.
- For each set of generalizations, facts, and concepts, list the primary content standard indicators that will be met. Indicate both the number and wording of the indicators.
- Cite your sources for content and standards using APA format at the end of your outline.

Lessons
List the titles of each lesson (10 or more) you will teach in the order you will teach them. Include an introductory or motivating lesson and a culminating or closing lesson. Include the actual full lesson plans at the end of the unit (after home connections), using the full elementary education lesson plan format. Be sure to also include all handouts, worksheets, assessments, and rubrics and to attach these to the appropriate lesson.

NOTE: For Clinical Practice, there must be at least ten interdisciplinary lesson plans, with at least one each that reflects a clear content focus for language arts, mathematics, science, and social studies (even for kindergarten teaching). Each lesson should reflect rich content and meaningfully integrate at least one other subject. All lessons must follow the approved elementary education lesson plan format.

Also note that for Clinical Practice, your language arts, mathematics, science, and social studies lessons will be scored for content strength, appropriate methods, and assessment strength.

Management Considerations
In one paragraph, discuss those aspects of the students’ behavior and classroom routines, rules, roles, and norms that will need to be addressed in order to successfully teach each of the lessons in this unit. Include how materials will be distributed.

In a second paragraph discuss the influence of classroom layout on how the lessons are carried out, including student grouping.

Finally, in a third paragraph discuss arrangements to use special areas in the school, bring in an outside resource person, or go on a field trip.

Home Connection Activities
Describe 3 meaningful activities which can actively engage students’ families in the students’ unit-related learning either at home or in school.

Examples might include brainstorming a unit-related list together, looking for examples of something taught in the unit at home, the student interviewing someone at home about a unit related topic, reading a unit related trade book or article together, going on a virtual field trip online together, and so forth. Parents might also work with children to help collect discarded materials for an in-school project, or they might come into school to do a unit-related read aloud or “write-in” or to help staff unit learning centers.
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Partially Meets Expectations (1)</th>
<th>Does Not Meet Expectations (0)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit Overview</td>
<td>Clearly describes the thematic topic, each subject to be addressed and how it connects to the theme and is integrated with other subjects, the number of lessons, and amount of time needed to teach the unit.</td>
<td>Adequately describes the thematic topic, subjects to be addressed and their connections to the theme and other subjects, the number of lessons, and time needed to teach the unit.</td>
<td>Incompletely describes the topic, subjects and their connections to the theme and other subjects, number of lessons, and time needed to teach unit.</td>
<td>Does not include an overview.</td>
<td></td>
</tr>
<tr>
<td>2. Learners Must score at least 2.*</td>
<td>Thoroughly addresses the various aspects of learner capabilities for this age and stage of development. Provides a thorough and detailed description of the contextual demographics for the whole class and for individual variations. Clearly details plans to differentiate for varied academic levels and for language and special needs.</td>
<td>Addresses most aspects of learner capabilities in a reasonably thorough manner. Description of contextual demographics is adequate and includes both whole class and individual variations. Provides a limited plan to differentiate for academic levels and/or language needs and/or special needs.</td>
<td>Address learner capabilities, but does not include all aspects. Contextual description is provided but is incomplete, missing either the whole class demographic or individual variations. Discusses one form of differentiation that will be provided</td>
<td>Description of learner capabilities is minimal or incomplete. Contextual description is minimal or missing altogether. Does not provide plans for differentiation</td>
<td></td>
</tr>
<tr>
<td>3. Essential Questions and Enduring Understandings</td>
<td>Unit’s essential question clearly elicits interest and promotes inquiry, understanding, and transfer of learning. The concept, principle, or process is of enduring importance and is clearly applicable to situations beyond the topic of study.</td>
<td>An essential question is provided with the potential to promote inquiry, understanding, and transfer of learning. There is potential for enduring importance and applicability beyond the topic.</td>
<td>The essential question does not have a clear potential to promote inquiry or transfer. Enduring importance and applicability beyond the topic are not clear.</td>
<td>An essential question is not evident. An enduring understanding is not evident.</td>
<td></td>
</tr>
<tr>
<td>4. Connections</td>
<td>Unit effectively builds on prior content understanding and skill mastery. Two or more meaningful connections are made to students’ lives.</td>
<td>Connections to prior learning are stated but not strong. A meaningful connection is made to students’ lives.</td>
<td>Either a connection to prior learning is not made OR No meaningful connection to students’ lives is made.</td>
<td>Connections are not made to prior learning and students’ lives.</td>
<td></td>
</tr>
<tr>
<td>5. Assessment Assessments in language arts, mathematics, science, and social studies must score at least 2 in each of those subject areas.*</td>
<td>Strong, clear, measurable outcomes are provided for the unit and for lessons in the Assessment section. An effective pre- and post-assessment is administered to determine student academic gains. Well articulated plan is provided in Assessment section for data to be collected in each lesson as evidence of students meeting stated outcomes. Lessons’ assessment plans represent an extensively varied approach to formative and summative assessment. In the Lessons section, clear, strong, measurable data providing evidence of impact on student learning is provided for lessons in language arts, mathematics, science, and social studies. Analysis of impact on overall and individual student learning is strong in language arts, mathematics, science, and social studies lessons.</td>
<td>Most outcomes provided in the Assessment section are clear and measurable. A pre- and post assessment is administered to determine student academic gains. Assessment section indicates that most lessons have clear plan for data collection. Lessons’ assessment plans represent some variation in approaches to formative and summative assessment. In the Lessons section, acceptable measurable data providing evidence of impact on student learning is provided for lessons in language arts, mathematics, science, and social studies. Analysis of impact on overall and individual student learning is adequate in language arts, mathematics, science, and social studies lessons.</td>
<td>Clarity and measurability of outcomes in the Assessment section are inconsistent. Pre/post-assessment not effective measure of academic gains Most lessons do not have clear plan for data collection. Lessons’ assessment plans have little variety in assessment approaches used. In the Lessons section, assessment data in language arts, mathematics, science, and social studies lessons provides limited evidence of impact on student learning. Analysis of impact on overall and individual student learning is weak in language arts, mathematics, science, and/or social studies lessons.</td>
<td>Outcomes are unclear or not measurable. There is no pre/post-assessment of academic gains provided. No lessons have clear plan for data collection. Lessons’ assessment plans reflect no assessment variety. In Lessons section, no assessment data evidence of impact on student learning provided in language arts, mathematics, science, and social studies lessons. Analysis of impact on student learning not provided in language arts, mathematics, science, or social studies lessons.</td>
<td>S.a. Overall</td>
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<td>S.b. Language Arts</td>
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<td>S.c. Math</td>
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<td>S.d. Science</td>
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<td>S.e. Social Studies</td>
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</tbody>
</table>
### 6. Content

**Content in language arts, mathematics, science, and social studies must score at least 2 in each of those subject areas.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Partially Meets Expectations (1)</th>
<th>Does Not Meet Expectations (0)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Content</strong></td>
<td>Provides a unit web/visual that vividly depicts unit topic, subtopics, sub-subtopics, and unit essential question.</td>
<td>Unit visual adequately depicts topic, sub-topics, sub-subtopics, and unit essential question.</td>
<td>Unit visual is a bit unclear, confusing, or incomplete.</td>
<td>Unit visual is incomplete or not included.</td>
<td>6.a. Unit Visual</td>
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<tr>
<td></td>
<td>Content outline in each subject reflects rich content, strong subject area research, and appropriate concepts for the subject area and cognitive development of students.</td>
<td>Content outline in each subject reflects adequate content and subject area research and appropriate concepts for the subject area and cognitive development of students.</td>
<td>Content outline in subject reflects inadequate research, content, and concepts for the subject matter and students’ cognitive development.</td>
<td>Content standards for subject not adequately articulated.</td>
<td>6.a. Unit Visual</td>
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<tr>
<td></td>
<td>Clearly articulates appropriate content standards that are being met for each subject.</td>
<td>Adequately articulates appropriate content standards that are being met for each subject.</td>
<td></td>
<td></td>
<td>6.a. Unit Visual</td>
</tr>
<tr>
<td><strong>7. Lessons</strong></td>
<td>Lessons in language arts, mathematics, science, and social studies must score at least 2 in each of those subject areas. <strong>Note:</strong></td>
<td>Overall unit includes</td>
<td>Overall unit includes</td>
<td>Overall unit includes</td>
<td>7.a. Overall</td>
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<td></td>
<td></td>
<td>o strong introductory and culminating activities</td>
<td>o acceptable introductory and culminating activities</td>
<td>o unclear or no intro or culminating activity</td>
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<td>o appropriate number of complete lesson plans</td>
<td>o appropriate number of complete lesson plans</td>
<td>o acceptable # of lesson plans</td>
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<td></td>
<td></td>
<td>o strong home connection activities that enhance students’ unit-related learning</td>
<td>o adequate home connection activities that have potential to enhance student learning</td>
<td>o home connection activities that are inconsistent in potential to enhance learning</td>
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<td></td>
<td></td>
<td>o proper APA references for all sources</td>
<td>o proper APA references for most sources</td>
<td>o some missing or incomplete references</td>
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<td>o all handouts</td>
<td>o all handouts</td>
<td>o some missing or incomplete references</td>
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<td></td>
<td>o PowerPoint slide shows (if used)</td>
<td>o all PowerPoint slide shows (if used)</td>
<td>o some missing or incomplete materials</td>
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<td></td>
<td></td>
<td>o valid links to actual online sources</td>
<td>o mostly valid links to actual online sources</td>
<td><strong>Lesson plans</strong></td>
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<td></td>
<td></td>
<td>o Lesson plans</td>
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<td>o enduring understandings, essential questions, and outcomes are weak or not well connected,</td>
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<td></td>
<td></td>
<td>o have strong enduring understandings and essential questions and clearly and well connected outcomes,</td>
<td></td>
<td>o have weak subject-related content or methods</td>
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<td></td>
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<td>o have strong subject-related content</td>
<td></td>
<td>o strategies are not consistently appropriate for the subject matter and desired outcomes,</td>
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<td>o utilize varied strategies that are appropriate for the subject matter and desired outcomes,</td>
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<td>o do not have 2 of following</td>
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<td></td>
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<td>o integrate multiple subjects,</td>
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<td>- integrate multiple subjects</td>
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<td></td>
<td>o incorporate inquiry,</td>
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<td>- incorporate inquiry</td>
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<td>o actively engage students,</td>
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<td>- actively engage students</td>
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<td>o connect meaningfully to varied cultural perspectives,</td>
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<td>o include all elements of the lesson plan format;</td>
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<td>o have strong outcome-to-</td>
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1. Theme and supporting content details represent well the concepts from reading, writing, and language and child development. Lesson design effectively integrates reading, writing, speaking, viewing, listening, and thinking skills to help students successfully communicate and understand the communication of others.

2. Theme and supporting content details represent well major mathematical concepts and procedures related to number and operations, algebra, geometry, measurement, and data analysis and probability. Lesson design engages students in problem solving, reasoning and proof, communication, making connections, and representation.

3. Theme and supporting content details represent well fundamental concepts in elementary science in physical, life, earth, or space sciences; technology; science and daily life; history of science; or inquiry process. Lesson design clearly and effectively infuses the inquiry processes scientists use, interactive learning, and the use of appropriate pedagogical approaches and materials for science.

4. Theme and supporting content details represent well major concepts and modes of inquiry in elementary social studies in history, geography, social sciences, or the development of informed decision making of students as citizens of a culturally diverse democratic society and interdependent world. Lesson design clearly and effectively infuses inquiry, interactive learning, and the use of appropriate pedagogical approaches and materials for social studies that promote students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Partially Meets Expectations (1)</th>
<th>Does Not Meet Expectations (0)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Creativity and Resourcefulness</td>
<td>Lessons and materials developed are highly resourceful and creative.</td>
<td>Resourcefulness and creativity are demonstrated.</td>
<td>Unit plan displays limited creativity and content research.</td>
<td>Unit plan displays little or no creativity.</td>
<td>7.e. Social Studies³</td>
</tr>
<tr>
<td>10. Professionalism</td>
<td>Writing is highly professional and essentially error-free. References are thorough and in APA format. Unit is laid out logically and is reader-friendly.</td>
<td>Writing is fairly professional with few errors. Most references are thorough in APA format. Unit is organized logically.</td>
<td>Writing is clear but has many errors. Some references incomplete or not in APA format. Unit is organized logically.</td>
<td>Many errors and often unclear. References incomplete or not in APA format. Organization lacks logic in places.</td>
<td></td>
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</tbody>
</table>

Score: ____ out of 66⁵

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- 18 -
An Introduction to and Overview of edTPA (Education Teacher Performance Assessment) for Elementary Education

Purpose

The purpose of edTPA Elementary Education, a nationally available performance-based assessment, is to measure novice teachers’ readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students’ needs;
- consider research and theory about how students learn;
- reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students’ Literacy Learning
4. Assessing Students’ Mathematic Learning

The edTPA Elementary Education assessment is designed for teacher education programs that plan to implement the full edTPA in Elementary Literacy (Tasks 1–3), and also require candidates to demonstrate their readiness to teach by completing the Elementary Mathematics Assessment task (Task 4).

edTPA Elementary Education Handbook

Please be sure to go to edTPA.com and download the edTPA Elementary Education Handbook. You will need this for each and every step of the process as you complete Tasks 1, 2, 3, & 4.
Sample Clinical Practice Elementary edTPA Timeline/Calendar

Your school setting, grade level, days off of school, and testing may impact the exact weeks/dates. Your Rowan supervisor will discuss this with you regarding specific expectations and due dates. Please reference edTPA directions and accompanying rubrics in the *edTPA Elementary Education Handbook* and your textbook, *Clinical Practice Handbook: A Guide for Successful Student Teaching*, to assist your responses at all times!

<table>
<thead>
<tr>
<th>Week</th>
<th>Clinical Practice Topical Outline for edTPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visit edTPA.com and download the <em>edTPA Handbook for Elementary Education</em>. Read pages 2-7 in the <em>Handbook</em> as an overview.</td>
</tr>
</tbody>
</table>
| 2    | **Task 1**  
| 3    | **Task 2**  
Share unit focus with Supervisor. Receive approval for interdisciplinary unit focus from Collaborating Teacher. Begin research on your topic. Brainstorm potential service learning components to your unit with both your teacher and supervisor. |
| 4    | **Task 3**  
| 5    | **Task 4**  
| 6-8  | **Plan and Teach Literacy Lessons**  
Collect and organize lesson plans, student work samples, and context for learning for Tasks 1, 2, & 3. |
| 8-9  | **Plan and Teach Mathematics Lesson**  
Collect and organize lesson plans, student work samples, and context for learning for Task 4. |
| 10   | **Prepare Student Materials for Submission**  
Scan and save each student work sample, assessment, etc. needed. Be sure to check the format (.pdf, .doc, etc.) and the total number of files (1, 2, 3) accepted for successful submission! |
| 11   | **Submit Tasks 1, 2, & 3 on TK20.**  
This is required as an INTERNAL submission. |
| 12   | **Submit Task 4 on TK20.**  
This is required as an INTERNAL submission. |
| 12-13| **Submit EXTERNALLY to edTPA (if video components are included).** |
ELEMENTARY CLINICAL PRACTICE
SUGGESTED WEEKLY TIMELINE

(Note: This is a flexible guideline to be discussed with your supervisor and collaborating teacher and will be modified as appropriate to your setting.)

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Observe/Interview</td>
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<td>Participate</td>
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<td>Discuss Unit Plan Topic (for approval by coop teacher and supervisor)</td>
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<td>Write Unit Plan</td>
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<td>Write and implement edTPA</td>
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<td>Write Lesson Plans</td>
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<td>Teach Lessons (subjects may be taken over in any sequence)</td>
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<td>Language Arts/Literacy: may be broken into subparts</td>
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<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Science</td>
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<td>Health/PE Lesson(s) *</td>
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<td>Arts Lessons *</td>
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</table>

*Note that Health, Arts, and PE lessons will be taught when appropriate, often as a part of the unit.
ASSIGNMENTS AND RESPONSIBILITIES
TO THINK ABOUT AND DISCUSS WITH SUPERVISOR
(Add others as appropriate for placement)

DETERMINE DUE DATES FOR EACH AS APPROPRIATE FOR PLACEMENT
(Suggested dates included in parentheses)

Review College of Education Clinical Practice Handbook *(Week 1)*

Review Elementary Clinical Practice Handbook and Syllabus *(Week 1)*

Review Charlotte Danielson Teacher Performance Evaluation Rubric --to be used for Midterm and Final *(Week 1 and throughout the semester!)*

Notebook *(Organize first week; maintain throughout the semester)*

Observation Write-ups *(Weeks 1-3)*

Interview Write-ups *(Weeks 1-3)*

Lesson Plans in All Subjects *(To begin, please use the full lesson format for at least one week for each content area. Throughout the semester; supervisor will tell you when you may move to “block plan plus” for each content area.)*

Unit Plan including at least 10 lessons *(Suggestion: Think about and discuss with cooperating teacher and Supervisor in Weeks 1-3, finalize and begin research by Weeks 3-4, write in Weeks 3-6, teach in Weeks 6-12.)*

Complete and submit on TK20 edTPA Tasks 1, 2, 3, & 4. Complete the internal OR external submission process, as required.

Bulletin Boards &/or Learning Centers (2) *(Minimum of one per full month)*

**Be sure to work on the following to enhance your Clinical Practice experience and to assist with specific indicators on your Midterm and Final Evaluations. Discuss with your cooperating teacher and Supervisor as appropriate.**

Gather information on district, school, and students

Assessments and Grading
Grade Book/Electronic Grade Book?/Grading System
Method for sharing assessments with students and parents

Role with Parents

Involvement with and Contribution to School Events

Involvement with Community

IEPs, ELLs, ...

Personal Professional Development Plan (for Midterm Evaluation)

*Note that the last day of Clinical Practice this semester is officially Monday, May 9, 2016.*
### SPA

**Addendum to the Clinical Practice Teacher Candidate Performance Evaluation**

*Indicators Specific to the Elementary Education Program*

**Rowan University College of Education**

Evaluate the candidate’s development of the following indicators based on your observation of the candidate’s performance and/or examination of his/her records and other materials. Enter ratings on Banner. Use the following rating key: **Exceeds Expectations (EE)**, **Meets Expectations (ME)**, **Does Not Meet Expectations (DN)**. Provide comments where ratings of “EE” or “DN” are given.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to language arts literacy.</td>
<td></td>
</tr>
<tr>
<td><strong>EE</strong> There are multiple instructional plans in the subject which clearly reflect standards-based content in the subject, mastery of varied appropriate pedagogical approaches for the subject, and the ability to match approaches to varied student needs and levels of task challenge. Lesson content consistently reflects extensive topical research by the candidate. Candidate consistently uses a wide variety of learning materials, aids, tools, and technologies that are appropriate to the subject and the developmental needs of the students. Candidate’s instruction in this subject consistently reflects the ability to design subject-appropriate assessments, modify these assessments as needed based on student ability and need, and utilize assessments results to design instruction. Candidate consistently uses research and materials produced by subject experts and professional organizations.</td>
<td></td>
</tr>
<tr>
<td><strong>ME</strong> Instructional plans in the subject clearly reflect the relevant content to be taught as well as the NJCCCS standards and varied appropriate pedagogical approaches and levels of task challenge for the subject and students’ needs. Lesson content includes and goes beyond what is presented in teacher guide materials, reflecting candidate’s research on the topic. Candidate demonstrates ability to develop and use developmentally and pedagogically appropriate learning materials, aids, tools, and technologies to enhance student learning in the subject as well as appropriate assessments for the subject. What is planned and taught reflects results from prior lessons’ assessments in the subject. Candidate provides evidence of work with research and materials produced by subject experts and professional organizations.</td>
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<tr>
<td><strong>DN</strong> The criteria listed under Meets Expectations are not met.</td>
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<tr>
<td><strong>Rationale for Rating</strong></td>
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<tr>
<td>2. Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to mathematics.</td>
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<tr>
<td><strong>EE</strong> There are multiple instructional plans in the subject which clearly reflect standards-based content in the subject, mastery of varied appropriate pedagogical approaches for the subject, and the ability to match approaches to varied student needs and levels of task challenge. Lesson content consistently reflects extensive topical research by the candidate. Candidate consistently uses a wide variety of learning materials, aids, tools, and technologies that are appropriate to the subject and the developmental needs of the students. Candidate’s instruction in this subject consistently reflects the ability to design subject-appropriate assessments, modify these assessments as needed based on student ability and need, and utilize assessments results to design instruction. Candidate consistently uses research and materials produced by subject experts and professional organizations.</td>
<td></td>
</tr>
<tr>
<td><strong>ME</strong> Instructional plans in the subject clearly reflect the relevant content to be taught as well as the NJCCCS standards and varied appropriate pedagogical approaches and levels of task challenge for the subject and students’ needs. Lesson content includes and goes beyond what is presented in teacher guide materials, reflecting candidate’s research on the topic. Candidate demonstrates ability to develop and use developmentally and pedagogically appropriate learning materials, aids, tools, and technologies to enhance student learning in the subject as well as appropriate assessments for the subject. What is planned and taught reflects results from prior lessons’ assessments in the subject. Candidate provides evidence of work with research and materials produced by subject experts and professional organizations.</td>
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<tr>
<td><strong>DN</strong> The criteria listed under Meets Expectations are not met.</td>
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<td><strong>Rationale for Rating</strong></td>
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<td>3. Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to science.</td>
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<td><strong>EE</strong> There are multiple instructional plans in the subject which clearly reflect standards-based content in the subject, mastery of varied appropriate pedagogical approaches for the subject, and the ability to match approaches to varied student needs and levels of task challenge. Lesson content consistently reflects extensive topical research by the candidate. Candidate consistently uses a wide variety of learning materials, aids, tools, and technologies that are appropriate to the subject and the developmental needs of the students. Candidate’s instruction in this subject consistently reflects the ability to design subject-appropriate assessments, modify these assessments as needed based on student ability and need, and utilize assessments results to design instruction. Candidate consistently uses research and materials produced by subject experts and professional organizations.</td>
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<tr>
<td><strong>ME</strong> Instructional plans in the subject clearly reflect the relevant content to be taught as well as the NJCCCS standards and varied</td>
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Rationale for Rating

4. **Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to social studies.**

**Rating**

| ME | Instructional plans in the subject clearly reflect the relevant content to be taught as well as the NJCCCS standards and varied appropriate pedagogical approaches and levels of task challenge for the subject and students’ needs. Lesson content includes and goes beyond what is presented in teacher guide materials, reflecting candidate’s research on the topic. Candidate demonstrates ability to develop and use developmentally and pedagogically appropriate learning materials, aids, tools, and technologies to enhance student learning in the subject as well as appropriate assessments for the subject. What is planned and taught reflects results from prior lessons’ assessments in the subject. Candidate provides evidence of work with research and materials produced by subject experts and professional organizations. |
| DN | The criteria listed under Meets Expectations are not met. |

Rationale for Rating

5. **Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to the arts.**

**Rating**

| EE | There are multiple instructional plans in the subject which clearly reflect standards-based content in the subject. Candidate’s plans reflect mastery of varied appropriate pedagogical approaches for the subject and student needs. Candidate consistently researches content taught. Appropriate learning materials, tools, and technologies are consistently utilized for instruction in this subject, and instruction consistently reflects the ability to assess student progress and build instruction on assessment findings. |
| ME | Instructional plans reflect relevant content in the subject and NJCCCS standards and varied, appropriate pedagogical approaches for the subject and student needs. Candidate provides evidence of researching the content; using appropriate learning materials, tools, technologies, and assessment approaches for instruction in this subject; and building instruction based on assessment findings. |
| DN | The criteria listed under Meets Expectations are not met. |

Rationale for Rating

6. **Demonstrates developmentally appropriate content knowledge and pedagogical expertise related to health and physical development.**

**Rating**

| EE | There are multiple instructional plans in the subject which clearly reflect standards-based content in the subject. Candidate’s plans reflect mastery of varied appropriate pedagogical approaches for the subject and student needs. Candidate consistently researches content taught. Appropriate learning materials, tools, and technologies are consistently utilized for instruction in this subject, and instruction consistently reflects the ability to assess student progress and build instruction on assessment findings. |
| ME | Instructional plans reflect relevant content in the subject and NJCCCS standards and varied, appropriate pedagogical approaches for the subject and student needs. Candidate provides evidence of researching the content; using appropriate learning materials, tools, technologies, and assessment approaches for instruction in this subject; and building instruction based on assessment findings. |
| DN | The criteria listed under Meets Expectations are not met. |

Rationale for Rating