FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

EDUC 6562 Standards-based Curriculum and Methodology: Secondary English

Instructor:
Meeting time/place:
Phone:
Fax:
E-mail: Office and office hours:
(For all introductory information, please see the Blackboard site.)

COURSE DESCRIPTION

This course integrates research into effective teaching of English language and literature. Students learn different instructional strategies to enhance the teaching of English/language arts. State and national standards such as the New Jersey Core Curriculum Content Standards (NJCCCS) will be addressed through curriculum development and assessment.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students.(NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).
3. Caring

We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

6A:9-3.3 Professional Standards for Teachers

PROFESSIONAL STANDARDS (NJPST)

Upon completion of this course, pre-service teachers will demonstrate competencies (knowledge, dispositions, skills, and performances) based on INTASC standards for beginning teachers.

The following Professional Standards (INTASC) for teachers are addressed in this course. For a complete list of the indicators please refer to: [http://www.state.nj.us/njded/profdev/profstand/standards/.pdf](http://www.state.nj.us/njded/profdev/profstand/standards/.pdf)

**Standard #1 (Content):** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9]

**Standard #2 (Human Growth and Development):** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. [2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

**Standard #3 (Diverse Learners):** Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2, 3.4, 3.5]

**Standard #4 (Instructional Planning and Strategies):** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. [4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12]

**Standard #5 (Assessment):** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. [5.5.1, 5.3, 5.7]

**Standard #6 (Learning Environment):** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. [6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10, 6.11, 6.12]

**Standard #7 (Special Needs):** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.3, 7.8]

**Standard #8 (Communication):** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. [8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8]

**Standard #9 (Collaboration and Partnerships):** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.3, 9.4, 9.5]
Standard #10 (Professional Development): Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6]

Standard #11 (Professional Responsibility): Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.1, 11.2, 11.3]

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

IRA/NCTE Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

COURSE OBJECTIVES

Upon completion of this course, students are expected to demonstrate the ability to:

• Address the NJPST standards in terms of their future professional practice.

• Implement the Core Curriculum Content Standards for Language Arts Literacy in the development of their practice lessons, unit planning, and pedagogy.

• Comprehend the theoretical framework and its intellectual and philosophical underpinnings from which the CCCS standards in Language Arts Literacy were created and trace the development of the research in the processes of reading and writing.

• Apply the principles of constructivism to the teaching of English Language Arts as they design practice lessons and units for which the goals, objectives and authentic assessments are aligned.

• Apply the theory of the composing process and the reading process to the creation of sample units, lessons, and workshops in concert with an authentic classroom and practice teaching them to their peers.

• Use effective questioning strategies that will engage students in critical thinking during practice lessons that involve reading, writing, speaking, listening, and viewing.

• Apply the principles of differentiated instruction, learning theory, learning styles, and multiple intelligences as they create practice lessons in Language Arts Literacy that accommodate all learning styles, interests, and achievement levels, and special needs.

• Offer their prospective students multicultural views derived from experiences with a variety of literary works that serve as "windows" into different cultures in order to promote tolerance, sensitivity, and respect.

• Plan lessons from units that develop curriculum to reflect the integrated, recursive, and holistic nature of the strands of the language arts in order to meet students' needs using a variety of effective and appropriate instructional strategies, technologies, and resources.
• Plan and develop interdisciplinary learning experiences for future student use that effectively organize content into meaningful units of study that are authentic in nature and that utilize a variety of resources and technologies that are assessed by rubrics and/or other authentic evaluation measures.

• Create multiple assessment strategies for English Language Arts, including, but not limited to, authentic, performance based ones. Students will demonstrate that they understand how to use these tools as well as standardized tests to facilitate growth for prospective students.

• Address issues related to classroom management in order to provide an English Language Arts classroom in which students are encouraged to take responsibility for learning and are true stakeholders who can take the initiative for their learning in a student-centered, safe, collaborative environment.

• Effectively modify English instruction and content in English Language Arts according to IEP’s, 504 plans, and S.I.O.P. plans in order to reach all students at varying ability levels and to accommodate for special needs and ELL students.

• Communicate effectively and learn how to facilitate effective communication in their prospective English Language Arts teaching situations so that their students learn to actively listen and be responsive to their needs as they assist them in the research and organizing of information in English and in the process of writing.

• Establish positive relationships with parents and the school community at large in order to facilitate meaningful learning among their prospective students and to demonstrate effective consensus building and decision making so that their students are able to perform at their best.

• Engage in meaningful professional development in the field of the teaching of English Language Arts to keep current with the research and pedagogy in the field and to participate in seminars and other in-service activities that a district offers as well as in other school-related activities so that the school community benefits from collegial activities and relationships.
Required texts:


NJDOE. (revised 2010)

*Core Curriculum Content Standards:* [http://www.state.nj.us/education/aps/cccs/](http://www.state.nj.us/education/aps/cccs/)

Direct link to the Common Core Standards for English Language Arts: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)


Additional articles as deemed appropriate by the instructor

**Recommended additional/supplemental readings**


**Recommended related websites**

- [www.ncte.org](http://www.ncte.org)
- [www.ascd.org](http://www.ascd.org)
- [www.state.nj.us/njded/stass/index.html](http://www.state.nj.us/njded/stass/index.html)

**Course outline**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Standards for Professional Practice, Core Curriculum Content Standards: LAL. Expectations for course. What is English Language Arts?</td>
<td>NJPST Standards, CCCS standards. Maxwell chapters 1,2</td>
<td>Exit slips will be due for all reading assignments</td>
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<td></td>
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<td>Exit slips in class</td>
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<tr>
<td>Session 2</td>
<td>Curriculum, planning, thematic units, Interdisciplinary units: overarching questions/essential questions</td>
<td>Maxwell: chapters 3, 4, 13</td>
<td>Exit slips</td>
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<tr>
<td>Session 3</td>
<td>Listening/speaking. Questioning strategies. Instructional strategies to encourage participation-shared inquiry,</td>
<td>Maxwell: chapter 5</td>
<td>Exit slip</td>
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<tr>
<td>Sessions 4</td>
<td>Writing: composing process, translating the process into instruction, audience, purpose, function of language, model of process: journals and logs, writing as a strategy for learning, research, technology</td>
<td>Maxwell: chapters 8, 9 <strong>Elbow: entire book due at session 5.</strong></td>
<td>Exit slips <strong>Task #1 due (session 4)</strong></td>
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<td>and 5</td>
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| Sessions 6 and 7 | Literature: selection, the canon, reading strategies, multicultural literature, censorship issues, literature study, genres, themes, responding to literature | Maxwell: chapters 10,11 | Task #2 due (session 6) Exit slips  
Sessions 8 and 9 | Language study: grammar/syntax, expectations, kinds of grammar, traditional, structural, transformational, other amenities of language | Maxwell: chapter 7 | Bring any grammar book to class. This item is important--do not neglect/forget Exit slip  
Session 10 | **Presentation of unit plans and teaching of lessons** | Each student will teach one lesson plan from the unit. Unit plans are NOT due at this time.  
Session 11 | Objectives/assessment, differentiated instruction and assessment in English studies, special needs students, modifications per IEP’s and 504’s, tests, ELL modifications, S.I.O.P., authentic assessment, portfolios, standardized tests, state tests, scoring rubrics, statistical scoring, significance | Maxwell: chapter 12 | Bring to class a real example of an "English test" used by a presently employed English teacher.  
Session 12 | Language Study, nature of language, relationship to thinking, language acquisition, dialects, commonalities of language, second language learners--what to do? Diversity in language usage, acceptable variations, communication with parents, community | Maxwell: chapter 12 | Exit slip Task 3 due  
Session 13 | Professional practice, expectations from students, from schools, from parents, career goals, professional development, professional organizations | Maxwell: chapters 1,14 | Exit slips |
<table>
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<tr>
<th>Session 14</th>
<th>Synthesis: Expectations, discipline, management issues, vision, student-centered classroom facilitation</th>
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<th>Task 4 due</th>
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<tr>
<td>Bullying issues – school climate</td>
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<tr>
<td>Session 15</td>
<td>Open forum: vision for the future</td>
<td>Revisit Maxwell, chap. 4</td>
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### Assignments/Performance Tasks

| Task 1 | Instructional Strategies Anthology  
**(NJPST: 1, 2, 3, 4, 5, 6, 7)** | Collect effective strategies observed, discussed, and demonstrated. Each strategy needs a description, a reflection on its value, an example of how it can be used to teach English Language Arts, and how it addresses state and national standards. A minimum of 5 “best practice strategies” should be included. At least 3 of these must specifically address students with special needs and ELL students. | 25 points | Make sure to refer to the rubric before submitting your task. |
| Task 2 | Evaluation of English Language Arts materials and resources  
**(NJPST: 1, 2, 3, 4, 5, 6, 7)** | Evaluate various resources including on-line websites, textbooks, and trade books. These resources will be compiled into a list. Reflect on how materials can be used with diverse learners and locate resources that are designed especially for such learners. Each resource should have a reflective statement explaining how it supports or does not support your philosophy of teaching or how it addresses diverse learners, demonstrates a global perspective, and meets content standards. | 20 points | Make sure to refer to the rubric before submitting your task. |
| Task 3 | Unit plan  
**(NJPST: 1, 2, 3, 4, 5, 6, 7)** | Create an interdisciplinary or thematic unit plan in English Language Arts. This plan may be developed by collaborative groups and presented to the class. *The plan includes a series of specific lessons and related assignments, evidence that the NJCCCS are addressed, evidence of attention to the needs of diverse learners and the developmental levels of students, activities that engage students in active learning, and rubrics and/or performance based assessments.* Each student will select an activity from one of these lessons to teach to the class. Class will provide specific and immediate feedback to the presenting group. | 20 points | Make sure to refer to the rubric before submitting your task. |
| Task 4 | Philosophy and Vision of Teaching English Language Arts  
**(NJPST Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)** | Write a formal paper that states a clear philosophy and vision of English Language Arts and how it is an important component of the academic development of all children. This paper must be supported from your required class readings, research in the field, and discussions. The purpose of this paper is for you to synthesize the information presented in this course and for you to develop your own vision for the teaching of English Language Arts. | 20 points | Make sure to refer to the rubric before submitting your task. |
| Attendance and Participation |  |
|  |
| Attendance and active participation  
Online participation when required  
Turning in all work on time | 15 points |  |

**Total available points for the course: 100 points**  
Your total number of points will be converted into the following grade:

- 95-100: A  
- 90-94: A-  
- 87-89: B+  
- 83-86: B  
- 80-82: B-  
- 77-79: C+  
- 73-76: C  

Any grade below C is considered unacceptable in graduate programs and considered failing.
Students may be asked to redo/resubmit work at the teacher’s discretion. Points may be deducted for late work submission.

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed.

p.1 IRA’s Commission on Adolescent Literacy 1999
TASK 1: Portfolio (checklist)  Use this checklist to review your portfolio before submitting it for grading. Make sure to also look at the grading rubric before you submit your portfolio. If you have met the requirements listed on both of these documents, you are more likely to get a good grade.

Student

The following criteria will be used to assess your instructional strategies portfolio.

1. The instructional strategies are described clearly
2. The strategies contain a reflection on the value of each one
3. The strategies are correlated to state and national standards
4. The strategies contain concrete examples for use
5. The strategies indicate attention to special needs and ELL students

Total points
**Rubric – Task #1: Instructional Strategies Anthology**

Student discusses each of the 5 (or more) instructional strategies in terms of:

- Engaging and supporting students in learning
- Making subject matter comprehensible to students
- Assessing student learning
- Planning instruction and designing learning experiences for students

<table>
<thead>
<tr>
<th>Criteria (➔)</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Basic</th>
<th>Novice</th>
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<tbody>
<tr>
<td>Strategies (➔)</td>
<td>The response provides evidence that clearly, consistently, and convincingly demonstrates the candidate’s ability to understand and use a variety of instructional strategies which will enhance the students’ learning of the content material. Diverse learners and students with special needs are considered. (5 points each)</td>
<td>The response provides evidence that clearly demonstrates the candidate’s ability to understand the connection between information about a class and designing developmentally appropriate activities. The preponderance of evidence provided is appropriate, relevant, or accurate. Candidate considers diverse learners and students with special needs. (3-4 points each)</td>
<td>The response provides evidence that partially demonstrates the candidate’s ability to select and use appropriate instructional strategies. The preponderance of evidence is minimal, limited in scope, cursory, inconsistent, and/or ambiguous. The candidate rarely addresses the needs of diverse learners or students with special needs. (2 points each)</td>
<td>The response provides little or no evidence of the candidate’s ability to understand the connection between instructional strategies and the needs of the students in the classroom. Little or no attention is paid to diverse learners or students with special needs. Evidence provided is inappropriate, irrelevant, inaccurate, or missing. (0-1 point each)</td>
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1.

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(6)

(7+)

Make sure to cite your sources and resources.
Rubric: Task #2 – Evaluation of Materials and Resources

For each resource you evaluate discuss the following (as appropriate). You may (and should) discuss any other issues you feel are relevant to evaluation of the resource. Make sure in each case to cite the resource you are evaluating.

<table>
<thead>
<tr>
<th>The student has included:</th>
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<tbody>
<tr>
<td>• Introductory information</td>
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<td>• Discussion on quality of material presented</td>
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<td>• References to technology</td>
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<td>• Discussion on health and safety issues (when appropriate)</td>
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<tr>
<td>• Information on global awareness and environmental responsibility</td>
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<td>• Discussion on level of material investigated</td>
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<tr>
<td>• Instructional and assessment strategies (for students with special needs, ELL, and diverse learners)</td>
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<tr>
<td>• Discussion on bias</td>
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<tr>
<td>• Correlation to the NJCCCS and/or other national standards</td>
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<tr>
<td>• Suitability for teacher use</td>
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<tr>
<th>Resources (min. 5 required)</th>
<th>Points (4 per resource)</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>(6) (continue on back if necessary)</td>
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</table>
TASK 3: Unit plan (in detail)  Again, use this as a guideline for preparing your unit plan. Then, check your final copy against both this checklist and the grading rubric before submitting it.

Part A:
Select a topic in English that interests you. Develop a unit of study comprising at least four lessons that you can use with a group of middle/high school students. Each lesson plan should include the following information:

- Description of students (grade level, background)
- NJCCS or other standards (numbers, letters, and description in words)
- Goal(s) ("This lesson is designed to...")
- Specific performance objectives (measurable)
- Materials & resources
- Vocabulary
- Procedure (in order from anticipatory set to closure/extension)
- Accommodations for special needs, ELL, or diverse learners
- Rubric or check sheet for assessment/evaluation
- Follow-up/Summary
- Reflection or your assessment of the lesson (include reflection with regard to special needs students, ELL students, diverse learners, etc.)
- Evaluation

Please discuss your project with your professor before beginning it.

All materials that have been incorporated into the unit plan from outside sources such as books, manuals, and websites should be cited according to APA style.

Part B:
Oral Presentation of Unit/Lesson Plan

- One activity from a lesson will be taught as a mini lesson to the class.
- Select a 10-15 minute hands-on activity from your 50 minute (written) lesson plan, showing how you will teach the plan.
- DO NOT TELL ABOUT THE LESSON. TEACH IT to your peers (your peers will simulate students in a secondary school classroom).
- Note: be sure to explain your plan for meeting the needs of diverse learners.
Task 3: Unit Plan and Presentation

Note: These are Waypoint Rubrics. 1 is high and 4 is low. For your grade, the values will be inverted.

Unit Plan – for each lesson and for the overall unit

1 NJCCCS Competent in pedagogical knowledge and skills Wt (8.0%) Performance
1 The lesson is correlated to the NJCCCS and specific indicators, both of which are clearly written out.
2 The NJCCCS is mentioned in number only and it is not clear what standards are being referenced.
3 The NJCCCS mentioned do not clearly relate to the lesson.
4 No NJCCCS are mentioned.

2 Learning Objectives Competent in pedagogical knowledge and skills Wt (12.0%) Performance
1 The learning objectives are written in measurable, observable terms, and are written in correct grammatical form.
2 The learning objectives are written in measurable terms.
3 The learning objectives are not written correctly and need to be revised.
4 The learning objectives are not written in measurable terms and/or do not relate to the lesson being taught.

3 The Procedure: Instructional Activities Competent in pedagogical knowledge and skills Wt (16.0%) Performance
1 The Procedure is detailed, thorough, carefully thought out, and clearly describes the step-by-step process the teacher will go through to address the objectives(s).
2 The Procedure is describes a step-by-step process the teacher will go through to address the objectives(s).
3 The Procedure is very basic and needs more detail on teaching strategies and content taught.
4 The Procedure is brief, incomplete, and not well thought out. It does not adequately address the learning objectives.

4 The Procedure: Engagement of Students Competent in pedagogical knowledge and skills Wt (16.0%) Performance
1 The Procedure actively engages the students in worthwhile and valuable activities that are clearly described in detail.
2 The Procedure engages students in the learning process.
3 The Procedure attempts to engage students but is not well defined or explained.
4 The Procedure does not engage students in the learning process.

5 Content Qualified to teach subject matter Wt (16.0%) Performance
1 The lesson contains in-depth and solid knowledge of the content and reflects accurate information about the topic.
2 The lesson contains adequate knowledge of the content and reflects accurate information about the topic.
3 The Procedure contains some content but needs to be further developed.
4 The lesson does not contain sufficient content.

6 The Evaluation Plan Competent in pedagogical knowledge and skills Wt (16.0%) Performance
1 The evaluation plan is aligned with the objective(s), is detailed, and clearly specifies what data will be collected. A rubric/criteria sheet is included.
2 The evaluation plan is aligned with the objective(s).
3 The evaluation plan is not not well developed and needs more detail. It is somewhat aligned with the objectives.
4 The evaluation plan is not aligned with the objective(s).

7 Reflection Learning to Learn Wt (16.0%) Performance
1 An in-depth reflective statement is included on how this lesson: 1) will help me as a future teacher: what were the benefits/detriments of developing this lesson? 2) addresses one (or two) of the NJPST and a rationale as to why this assignment addresses this standard.
2 A short reflective statement is included on how this lesson: 1) will help me as a future teacher: what were the benefits/detriments of developing this lesson? 2) addresses one (or two) of the NJPST and a rationale as to why this assignment addresses this standard.
3 A short, brief reflection is included.
4 A reflection is not included.
<table>
<thead>
<tr>
<th>Presentation (Task 3 – Part B)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
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<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
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<td><strong>Audience Awareness and Speech</strong></td>
<td>Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
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<td><strong>Total Points</strong>:</td>
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Rubric for Presentation (Waypoint Rubric)

1 Opening of Presentation Multiple Wt (14.3%) Performance
1 Has a clear and interesting opening that grabs your attention
2 Has an clear opening that addresses topic
3 The opening is not well defined.
4 There is no clear opening of the presentation

2 Focus of Presentation Multiple Wt (14.3%) Performance
1 Maintains clear focus on a central idea or topic
2 Conveys central idea or topic
3 Attempts to focus on a central idea or topic
4 Has little or no focus on central idea or topic

3 Details of Presentation Multiple Wt (14.3%) Performance
1 Elaborates details to support central idea
2 Provides sufficient details; may have some elaboration
3 Lists related details but provides no elaboration
4 Offers insufficient or unrelated details

4 Conclusion of Presentation Multiple Wt (14.3%) Performance
1 Includes a clearly stated conclusion that is linked to the central idea or topic; it clearly wraps up the presentation.
2 Includes a conclusion that is linked to the central idea or topic.
3 Attempts to form a conclusion but it is not clearly linked to the central idea or topic
4 There is not a clear conclusion to the presentation

5 Word Choice for Presentation Multiple Wt (14.3%) Performance
1 Uses varied and interesting word choice and sentence structure
2 Uses varied word choice and sentence structure
3 Has little varied word choice and sentence structure
4 Does not use varied word choice or sentence structure

6 Eye Contact for Presentation Multiple Wt (14.3%) Performance
1 Clearly attends to audience through good eye contact and gestures
2 Attends to audience through eye contact and gestures
3 Exhibits some awareness of audience through minimal eye contact or gestures
4 Exhibits no eye contact with audience

7 Pacing and Intonation for Presentation Multiple Wt (14.3%) Performance
1 Speaks audibly with expression; uses pacing and intonation very effectively
2 Speaks audibly with expression; uses pacing and intonation
3 Speaks too softly or loudly with little or no expression; attempts to use pacing and intonation
4 Speaks too softly or loudly with little or no expression; does not use pacing or intonation effectively
## Task 4: Philosophy and Vision of Teaching Your Content Area

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Level: Superior (4 points)</th>
<th>Performance Level: Adequate (2-3 points)</th>
<th>Performance Level: Needs improvement (0-1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical foundation</td>
<td>Correctly articulates the meaning and relevance of several theoretical foundations</td>
<td>Description of theoretical foundation(s) is/are limited</td>
<td>Fails to articulate any theoretical foundation.</td>
</tr>
<tr>
<td>Relevant practical examples</td>
<td>Provides numerous examples of how theory is represented in practice and articulates well the connection</td>
<td>Provides some examples of how theory is represented in practice</td>
<td>Provides examples that are not relevant or does not provide enough examples</td>
</tr>
<tr>
<td>Reflection</td>
<td>Writing is indicative of a reflective practitioner</td>
<td>Writing is indicative of a novice’s attempt at reflection</td>
<td>Mere statement of opinion without reflection</td>
</tr>
<tr>
<td>Writing style</td>
<td>There is precision and sophistication in syntax. Few, if any, errors in sentence construction</td>
<td>Some variety in type and structure and length of sentences with only a few errors</td>
<td>Little variety in sentence structure and/or errors which interfere with message being conveyed</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Few, if any, errors in spelling, capitalization, punctuation</td>
<td>Fewer than 5 errors in spelling, capitalization, punctuation</td>
<td>More than 5 errors in spelling, capitalization, punctuation</td>
</tr>
</tbody>
</table>
FDU School of Education Policy Reference

A. Mission: The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

B. Attendance: Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:
   
a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

C. FDU Academic Integrity Policy

(Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs: http://www.fdu.edu/faculty/academicintegrity.pdf; http://www.fdu.edu/academic/0911bulletinacademicregulations.pdf (and) http://view.fdu.edu/files/SOEhandbook.pdf

D. Graduate Programs – Grading & similar policies

(based on a draft presented to the School of Education’s Policy Committee by Dean Al Schielke on 10/15/03)

1. Grades (The instructor should specify his or her grading scale to equate points/percentages into letter grades.):
   
a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   
b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   
c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   
a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   
b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

E. Undergraduate Programs – Grading & similar policies

1. Grades

a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation

a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c. An undergraduate program of study must be completed within a period of ten years.

F. Student Academic Services: The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

G. Policy on course completion: In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

H. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):

It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.
I. Picking up graded papers: Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

FDU Academic Integrity Policy
The FDU Academic Integrity Policy can be found online at:
http://www.fdu.edu/faculty/academicintegrity.pdf
Appendix A – FDU Lesson Plan Format

FDU-SOE Lesson Plan Format  (revised 2/11)

Daily instructional planning should demonstrate the teaching candidate’s knowledge of subject matter content, and understanding of the learning process, and the developmental and diverse needs of students. It should further demonstrate the candidate’s ability to use a variety of effective teaching and assessment methods and to design appropriate activities that will engage ALL students and optimize their learning. Lesson plans must include the basic elements described below. **Make sure that your lesson plan specifies the subject it addresses. Each element below should be addressed as a heading in your lesson.**

I. **Target Audience:** Who is this lesson designed for? What grade level and what are the students’ characteristics?

II. **NJCCCS** The standards should be referenced by number and written out.

III. **Learning Objectives:** Each objective should be written in measurable and observable terms. You should ensure that the objectives move up on Bloom’s Taxonomy and teach higher order thinking skills. Example for a Social Studies lesson: 1) Given an essay to write, the student will explain what the Preamble to the Constitution means to him/her as an active and participatory citizen in the USA. 2) Given a class constitution to write, the student will create a document that reflects the basic tenets expressed in the preamble to the US Constitution.

IV. **Instructional Materials & Resources:**
   A. What will you need to prepare your lesson?
   B. What will you need to use during the lesson?
      1. In-class
      2. Library/media center
      3. Technology
      4. Community resources

V. **Vocabulary:** What is/are the central concept(s) that will be taught during the lesson? What vocabulary terms will your students need to understand for the lesson? Do you need to pre-teach this vocabulary? For example, if you are teaching a lesson on the Preamble to the Constitution, your vocabulary words should include “preamble”, “constitution”, and perhaps “democracy”, “participatory citizenship” and other concepts you are focusing on during the lesson.

VI. **Procedures:** (Instructional strategies & learning activities)
   A. Anticipatory Set [Motivating or focusing activity.]
      1. Introduction to lesson, its purpose and objectives
      2. Connection to previous lesson or other activities
      3. Determine prior knowledge (What/how much do students know about the topic? Are they ready to move on from previous lesson? Are all students ready for this lesson?)
      4. Motivational activity or “hook”
   B. Body of the Lesson
      1. Sequential, step-by-step implementation of learning activities. Number or bullet these steps.
2. Incorporate strategies for special needs students and second language learners. Specify the accommodations and/or differentiated instruction required.

3. Address issues of diversity both in the lesson content and for the student body in the class.

VII. Closure & Extension: (Summarizing Activity)

A. Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, exit slips, etc.)

B. Homework assignments for extension of learning activities, reinforcement, and/or enrichment.

VIII. Assessment/Evaluation Plan: How well did each student learn what was intended? Your evaluation must be aligned with your objective!

A. What assessment strategies/methods will you use to measure how well all students achieved the educational objectives of the lesson (rubric for writing assignment, quiz, rubric for oral presentation, visual tool, running record, homework assignment)?

B. What data will you collect to show that each student met the objective? (You must specify what you will collect from each student)

C. Did each student meet/exceed the educational objectives? How will you evaluate how well each student learned (rating scales, numeric/letter grades)? What is your standard for determining if the student met the objective? (obtained an 80%, received a 3 out of 4 on a rubric)

IX. Diverse Learners: The lesson has detailed plans to accommodate diverse learners that are well thought out and differentiate instruction. In addition to the above lesson plan format, many instructors will ask you to include a reflective statement regarding your lesson plan, and ask you to comment on how this lesson relates to the New Jersey Professional Standards for Teachers.

Feedback/Reflection: (If you taught a lesson in a clinical experience, evaluate your performance based on feedback from your Cooperating Teacher, students, and personal reflection)

Note: this area is required for all field work. It is required for class assignments only when specified.

A. What went well with the lesson?

B. Do any students need review or special help?

C. How can I improve this lesson?

If you have NOT taught this lesson then reflect upon what you learned in the development of the lesson.

A. What did you need to prepare the lesson?

B. What did you have to do in terms of content?

C. Did you use Universal Design (UDL) or did you need to separately work on differentiated instructional strategies?