

Education Seminar Interview and Observation #1

Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor along with a reflection on a 10- to 15-minute interview with your mentor or another teacher related to a specific topic. In this case, about Planning and Preparation.

You should upload to brightspace **both** the full [Formal Observation document](#) and a 3-4 page summary of and reflection on your mentor's responses to your interview questions. You do not need to upload the mentor's responses to the interview questions. It is recommended that you identify 3-4 topics including the required question to address the primary question and focus on those using specific examples from your **both** observation and interview.

Assignment 1: What is important in planning and preparation?

Complete a formal observation of your mentor's teaching using the Formal Observation Form on brightspace. Then, meet with your mentor to debrief the observation and conduct an interview with them regarding their planning & preparation (sample questions below).

- **Required:** How do you plan for and celebrate student differences in the classroom, including cultural differences?
- What resources do you use in preparing a lesson?
- How do you make a lesson fun and geared toward learning? How do you get students engaged at the beginning of the lesson? How do you keep students engaged throughout the full lesson?
- What part does assessment play in the planning of your lesson? How are the objectives, assessment, and instruction related? What role do standards play in the lesson?
- How far in advance do you plan a lesson? How long does it take you to plan for lessons?
- What do you start with? What is the first thing that you think about when planning?

Grading Rubric

	Unacceptable 4	Developing 6	Acceptable 8	Exemplary 10
<p><i>Content</i></p> <p>The student follows directions and meets the expectations of the assignment</p>	<p>The student did not follow the directions outlined for the assignment. The assignment is both missing required information and does not present information with a sufficient level of detail. The assignment demonstrates little understanding of and ability to apply course concepts.</p>	<p>The student did not follow many of the directions outlined for the assignment. The assignment is either missing some required information or does not present information with a sufficient level of detail. The assignment demonstrates a limited understanding of and ability to apply course concepts.</p>	<p>The student followed most of the directions outlined for the assignment. The assignment includes all required information with sufficient level of detail and demonstrates a clear understanding of the assignment. The assignment demonstrates an adequate understanding of and ability to apply course concepts.</p>	<p>The student clearly followed the directions outlined for the assignment. The assignment includes all required information with thorough level of detail. The assignment demonstrates a thorough and nuanced understanding of and ability to apply course concepts.</p>
<p><i>Organization and Clarity</i></p> <p>The assignment should be logically organized and the reader should be able to follow the overall argument with ease.</p>	<p>The writing is not logically organized. Frequently, ideas fail to make sense together.</p>	<p>In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends</p>	<p>The ideas are arranged logically to support the central purpose or argument. Most ideas are linked to each other. With a few exceptions, the reader can follow the line of reasoning.</p>	<p>The ideas are arranged logically to support the purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning with ease.</p>
<p><i>Reflection</i></p>	<p>Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.</p>	<p>Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates less than adequate personal growth and awareness. Demonstrates minimal thought of the future implications of current experience.</p>	<p>Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates satisfactory personal growth and awareness. Demonstrates some thought of the future implications of current experience.</p>	<p>Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts including those focused on culturally relevant and sustaining education practices. Conveys strong evidence of reflection on own work. Demonstrates significant personal growth and awareness of deeper meaning. Insightfully synthesizes current experience into future implications.</p>

Education Seminar Interview and Observation 2

Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor along with a reflection on a 10- to 15-minute interview with your mentor or another teacher related to a specific topic. In this case about classroom management. **Please note that students pursuing special education certification should conduct their interview and observation in a self-contained or life skills classroom.**

You should upload to brightspace both the full [Formal Observation document](#) and a 2-3 page summary of and reflection on your mentor's responses to your interview questions. You do not need to upload the mentor's responses to the interview questions. It is recommended that you identify 3-4 topics including the required question to address the primary question and focus on those using specific examples from your observation and interview.

(Students Not Pursuing Special Education Certification): **What are the hallmarks of a well-managed classroom and how do I achieve this?**

Complete a formal observation of your mentor's teaching using the Formal Observation Form on brightspace. Then, meet with your mentor to debrief the observation and conduct an interview with them regarding their classroom management (sample questions below).

- **Required:** What do you do to promote a positive environment in your classroom where students from all backgrounds feel that they belong?
- What are the key components of classroom management? What are the key challenges?
- What types of routines do you establish at the beginning of the year? Who determined your rules, consequences, and rewards? How do you communicate your classroom management system to your parents?
- How do you determine the grouping and seating of students? What role does this play in classroom management? What role does it play in instruction?

What is the role of the teacher in a low-incidence or life-skills class? *(Students Pursuing Special Education Certification)*

Make arrangements to observe in a life skills or low-incidence disabilities self-contained classroom. Complete a formal observation of the teachers and other staff members. Then, meet with the lead teacher to debrief the observation. Use the following sample questions to structure your interview:

- **Required:** What do you do to promote a positive environment in your classroom where students from all backgrounds feel that they belong?
- How is classroom management different in your classroom than in other classrooms?
- What strategies do you use for assessment in the classroom?

- How do you learn about, manage and adapt to the special health care needs of your students?
- How often do you communicate with families? What strategies do you use to communicate with families?

Grading Rubric

	Unacceptable 4	Developing 6	Acceptable 8	Exemplary 10
<p><i>Content</i></p> <p>The student follows directions and meets the expectations of the assignment</p>	<p>The student did not follow the directions outlined for the assignment. The assignment is both missing required information and does not present information with a sufficient level of detail. The assignment demonstrates little understanding of and ability to apply course concepts.</p>	<p>The student did not follow many of the directions outlined for the assignment. The assignment is either missing some required information or does not present information with a sufficient level of detail. The assignment demonstrates a limited understanding of and ability to apply course concepts.</p>	<p>The student followed most of the directions outlined for the assignment. The assignment includes all required information with sufficient level of detail and demonstrates a clear understanding of the assignment. The assignment demonstrates an adequate understanding of and ability to apply course concepts.</p>	<p>The student clearly followed the directions outlined for the assignment. The assignment includes all required information with thorough level of detail. The assignment demonstrates a thorough and nuanced understanding of and ability to apply course concepts.</p>
<p><i>Organization and Clarity</i></p> <p>The assignment should be logically organized and the reader should be able to follow the overall argument with ease.</p>	<p>The writing is not logically organized. Frequently, ideas fail to make sense together.</p>	<p>In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends</p>	<p>The ideas are arranged logically to support the central purpose or argument. Most ideas are linked to each other. With a few exceptions, the reader can follow the line of reasoning.</p>	<p>The ideas are arranged logically to support the purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning with ease.</p>
<p><i>Reflection</i></p>	<p>Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples,</p>	<p>Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates less than adequate personal growth and awareness. Demonstrates minimal thought of the future</p>	<p>Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates satisfactory personal growth and awareness. Demonstrates some thought of the future implications of current experience.</p>	<p>Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts including those focused on culturally relevant and sustaining education practices. Conveys strong evidence of reflection on own work. Demonstrates significant personal growth and awareness of deeper meaning.</p>

	personal insights and challenges, and/or future implications are overlooked.	implications of current experience.		Insightfully synthesizes current experience into future implications.
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Education Seminar Interview and Observation 3

Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor along with a reflection on a 10- to 15-minute interview with your mentor or another teacher related to a specific topic. In this case, about the IEP process.

You should upload to brightspace both the full [Formal Observation document](#) and a 2-3 page summary of and reflection on your mentor's responses to your interview questions. You do not need to upload the mentor's responses to the interview questions. It is recommended that you identify 3-4 topics including the required question to address the primary question and focus on those using specific examples from your observation and interview.

Assignment 3: What is the role of the teacher in the IEP Process?

Complete a formal observation of your mentor or another teacher working with special education students using the Formal Observation Form on brightspace. Then, meet with your mentor to debrief the observation and conduct an interview with them regarding the IEP process (sample questions below).

- What part does the general education teacher play in the IEP process?
- **Required:** How do you determine which student you recommend through the IEP process? What steps do you take to eliminate bias in your referral
- How do you prepare for this meeting?
- How do you and the special education teacher determine the specially designed instruction for students?
- What are some examples of specially designed instruction that you have implemented? What were some challenges and successes?

Grading Rubric

	Unacceptable 4	Developing 6	Acceptable 8	Exemplary 10
<p><i>Content</i></p> <p>The student follows directions and meets the expectations of the assignment</p>	<p>The student did not follow the directions outlined for the assignment. The assignment is both missing required information and does not present information with a sufficient level of</p>	<p>The student did not follow many of the directions outlined for the assignment. The assignment is either missing some required information or does not present information with a</p>	<p>The student followed most of the directions outlined for the assignment. The assignment includes all required information with sufficient level of detail and demonstrates a clear</p>	<p>The student clearly followed the directions outlined for the assignment. The assignment includes all required information with thorough level of detail. The assignment</p>

	detail. The assignment demonstrates little understanding of and ability to apply course concepts.	sufficient level of detail. The assignment demonstrates a limited understanding of and ability to apply course concepts.	understanding of the assignment. The assignment demonstrates an adequate understanding of and ability to apply course concepts.	demonstrates a thorough and nuanced understanding of and ability to apply course concepts.
<i>Organization and Clarity</i> The assignment should be logically organized and the reader should be able to follow the overall argument with ease.	The writing is not logically organized. Frequently, ideas fail to make sense together.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends	The ideas are arranged logically to support the central purpose or argument. Most ideas are linked to each other. With a few exceptions, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning with ease.
<i>Reflection</i>	Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates less than adequate personal growth and awareness. Demonstrates minimal thought of the future implications of current experience.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates satisfactory personal growth and awareness. Demonstrates some thought of the future implications of current experience.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts including those focused on culturally relevant and sustaining education practices. Conveys strong evidence of reflection on own work. Demonstrates significant personal growth and awareness of deeper meaning. Insightfully synthesizes current experience into future implications.

Education Seminar Interview and Observation 4

Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor along with a reflection on a 10- to 15-minute interview with your mentor or another teacher related to a specific topic. In this case, reflecting on Student Data.

You should upload to brightspace both the full [Formal Observation document](#) and a 2-3 page summary of and reflection on your mentor's responses to your interview questions. You do not need to upload the mentor's responses to the interview questions. It is recommended that you identify 3-4 topics to address the primary question including the required question and focus on those using specific examples from your observation and interview.

Assignment 4: How and why do teachers collect and use student data?

Complete a formal observation of your mentor's teaching using the Formal Observation Form on brightspace. If at all possible, arrange a time to observe them when they are preparing students for assessments or assessing them. Then, meet with your mentor to debrief the observation and conduct an interview with them regarding Data Collection (sample questions below).

- What part does assessment play in the planning of your lesson? How are the objectives, assessment, and instruction related?
- How do you prepare students to take a test? How much time?
- How do colleagues communicate to maintain consistency throughout the team and grade regarding curriculum and instruction?
- How much emphasis does your school (district) place on data collecting? What impact does data collecting have on your instruction?
- What kinds of data do you collect on students? How do you use this data? Do you share data with parents?
- **Required:** To what extent do you feel that the school and district level assessments and data analysis are equitable to students from marginalized backgrounds?

Grading Rubric

	Unacceptable 4	Developing 6	Acceptable 8	Exemplary 10
<i>Content</i> The student follows directions and meets	The student did not follow the directions outlined for the assignment. The assignment is both missing required	The student did not follow many of the directions outlined for the assignment. The assignment is either missing some	The student followed most of the directions outlined for the assignment. The assignment includes all required information	The student clearly followed the directions outlined for the assignment. The assignment includes all required

the expectations of the assignment	information and does not present information with a sufficient level of detail. The assignment demonstrates little understanding of and ability to apply course concepts.	required information or does not present information with a sufficient level of detail. The assignment demonstrates a limited understanding of and ability to apply course concepts.	with sufficient level of detail and demonstrates a clear understanding of the assignment. The assignment demonstrates an adequate understanding of and ability to apply course concepts.	information with thorough level of detail. The assignment demonstrates a thorough and nuanced understanding of and ability to apply course concepts.
<i>Organization and Clarity</i> The assignment should be logically organized and the reader should be able to follow the overall argument with ease.	The writing is not logically organized. Frequently, ideas fail to make sense together.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends	The ideas are arranged logically to support the central purpose or argument. Most ideas are linked to each other. With a few exceptions, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning with ease.
<i>Reflection</i>	Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates less than adequate personal growth and awareness. Demonstrates minimal thought of the future implications of current experience.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates satisfactory personal growth and awareness. Demonstrates some thought of the future implications of current experience.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts including those focused on culturally relevant and sustaining education practices. Conveys strong evidence of reflection on own work. Demonstrates significant personal growth and awareness of deeper meaning. Insightfully synthesizes current experience into future implications.

Education Seminar Lesson Plans

Students will complete 6 lesson plans using the Eastern lesson plan format and carry out that lesson plan in the classroom. Students are strongly encouraged to review the lesson plan format and the course syllabus with their field experience mentor at the start of the term to identify dates and subjects of those lessons. Lesson plans do not need to be focused on any particular topic, but students are advised to get a range of experiences including teaching different subjects or sections, depending on the placement.

After delivering the lessons students are required to write a 2-3 paragraph reflection on the lesson. The reflection must include student assessment data in the discussion of whether or not objectives were met. Additionally, the reflection must address the culturally relevant and sustaining education practices demonstrated by the lesson.

Criteria	Unacceptable 6	Developing 9	Acceptable 12	Exemplary 15
<i>Instructional Goals</i> Standards Understandings Essential Questions Knowledge Goals Skill Goals	Lesson plan is missing at least one of the following: standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan does not demonstrate an understanding of how to interpret and approach each goal category. Goals and objectives are inappropriate to the content and age-level of the intended audience.	Lesson plan includes standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates a limited understanding of how to interpret and approach each goal category. Goals and objectives are sometimes inappropriate to the content and age-level of the intended audience.	Lesson plan includes standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates some understanding of how to interpret and approach each goal category. Goals and objectives are appropriate to the content and age-level of the intended audience.	Lesson plan includes clearly articulated standards, understandings, essential questions, knowledge goals and skill goals for the unit. Lesson plan demonstrates a clear understanding of how to interpret and approach each goal category. Goals and objectives are highly appropriate and meaningful to the content and age-level of the intended audience.
<i>Assessment Tasks</i> Performance Tasks Criteria Other Evidence	Lesson plan lacks performance tasks, assessment criteria or other evidence for the unit. Assessments and criteria are either not connected to the unit goals or inappropriate to the content and intended audience.	Lesson plan includes performance tasks, assessment criteria and other evidence required for the unit. Assessments and criteria are not connected to the unit goals or inappropriate to the content and intended audience. Assessments are not clearly equitable to students.	Lesson plan includes equitable performance tasks, assessment criteria and other evidence required for the unit. Most assessments and criteria are clear and connected to the unit goals and appropriate to the content and intended audience.	Lesson plan includes clearly articulated and equitable performance tasks, assessment criteria and other evidence required for the unit. All assessments and criteria are thoughtful, original, well connected to the unit goals and meaningful to the content and intended audience.
<i>Preparation</i> Vocabulary Materials/ Resources Classroom Arrangement	Lesson plan does not include required vocabulary, materials and/or classroom arrangement.	Lesson plan includes required vocabulary, materials and classroom arrangement but does not provide sufficient detail for one or more of these categories	Lesson plan lists required vocabulary, materials and classroom arrangement.	Lesson plan clearly and thoughtfully outlines required vocabulary, materials and classroom arrangement.

<p><i>Instructional Processes</i></p> <p>Introduction</p> <p>Instruction</p> <p>Lesson Closure</p>	<p>Instructional processes lack clarity and are disconnected to the lesson goals. The instructional strategies described are unoriginal and developmentally inappropriate. The progression of instruction is unclear.</p>	<p>Instructional processes lack clarity or are somewhat disconnected to the lesson goals. The instructional strategies described are unoriginal and, at times, developmentally inappropriate. Lesson content only reflects one perspective. The progression of instruction lacks clarity.</p>	<p>Instructional processes are clear and connected to the lesson goals. The instructional strategies described are somewhat engaging and developmentally appropriate. The instructional processes described offer a clear progression for student learning but may only represent one perspective.</p>	<p>Instructional processes are clearly articulated, original and well-connected to the lesson goals. The instructional strategies described are dynamic, engaging and represent multiple perspectives. The instructional processes described are developmentally appropriate and offer a meaningful progression for student learning.</p>
<p><i>Differentiation and Classroom Management</i></p>	<p>The lesson does not have differentiation based on students' academic readiness, interests and cultural practices and does not support a full range of learners.</p> <p>The lesson plan either does not identify potential barriers to learning or does not develop solutions to address those barriers.</p>	<p>The lesson plan offers limited examples of differentiation based on students' academic readiness, interests and cultural practices that support most of the learners.</p> <p>The lesson plan identifies few potential barriers to learning and develops one solution to address those barriers. The lesson plan does not appear focused on a positive classroom environment.</p>	<p>The lesson plan offers differentiation based on students' academic readiness, interests and cultural practices that support most of the learners.</p> <p>The lesson plan adequately focuses on a positive classroom environment and identifies potential barriers to learning and develops two solutions to address those barriers.</p>	<p>The lesson has various forms of differentiation based knowledge of students' academic readiness, interests and cultural practices, includes differentiated leveled or tiered activities, and corresponding activities that support the full range of learners.</p> <p>The lesson plan expertly focuses on a positive classroom environment and identifies potential barriers to learning and creatively develops proactive solutions to address those barriers.</p>
<p><i>Organization and Attention to Detail</i></p>	<p>The lesson plan is not logically organized and is difficult to follow. The reader would not be able to implement this lesson based on the information provided.</p>	<p>In general, the lesson plan is arranged logically, although sometimes it is difficult to follow and lacks enough detail in several places to facilitate implementation.</p>	<p>The lesson plan is organized logically and is easy to follow. It may lack enough detail in some places to facilitate implementation.</p>	<p>The lesson plan is organized expertly, is easy to follow and contains enough detail to facilitate implementation.</p>
<p><i>Reflection</i></p>	<p>Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work using assessment data. Future implications and culturally relevant and</p>	<p>Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work using assessment data. Demonstrates minimal thought of the future</p>	<p>Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work using assessment data. Demonstrates some</p>	<p>Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts. Conveys strong evidence of reflection on own work using assessment data. Insightfully synthesizes</p>

	sustaining education practices are overlooked.	implications of current experience. Does not fully address the culturally relevant and sustaining education practices demonstrated by the lesson.	thought of the future implications of current experience. References the culturally relevant and sustaining education practices demonstrated by the lesson.	current experience into future implications. Fully addresses the culturally relevant and sustaining education practices demonstrated by the lesson.
<i>Clarity and Mechanics of the Reflection</i>	There are a significant number of errors that make it difficult to understand more than one section of the lesson plan.	The writing has many errors that are somewhat distracting and make it difficult to understand at least one section of the lesson plan.	There are occasional errors, but they don't represent a major distraction or obscure the meaning of the paper.	The writing is free or almost free of errors.

Education Seminar Lesson Plan Presentation

Assignment Overview

Students will complete 6 lesson plans using the Eastern lesson plan format and carry out those lesson plans in the classroom. During the final class meeting, students will select one lesson plan to give a 5-minute formal presentation about to classmates. The presentation will be brief, but should address the following questions:

- What was the lesson plan topic and what were your objectives?
- Did you meet your objective? How do you know that you met your objective?
- What went well?
- What will you change in the future? Why? How will you approach those changes?
- How would you deliver this lesson virtually using google classroom?

Lesson Plan Presentation Rubric

	Unacceptable 12	Developing 15	Acceptable 17	Exemplary 20
Content with Background & Importance Established	Thesis/ argument is not clear; information is included that does not support the thesis.	Much information is not clearly connected to the overall thesis/ argument.	Sufficient information that relates to the thesis; many good points made but the argument lacks strength.	Ample information clearly related to thesis; all evidence supports thesis and creates a strong argument
Coherence and Organization Clearly stated & developed thesis Appropriate & well-developed examples that are clearly connected to each other Clear conclusion	Presentation is not organized logically; development of the thesis is vague.	Presentation is loosely organized but lacks overall coherence.	Information is presented in a logical sequence but lacks some coherence or flow	Presentation flows together seamlessly and is easy to follow
Academic Rigor Appears knowledgeable about the topic and connection to course content <ul style="list-style-type: none"> ● Terms ● Concepts ● Principles ● Conventions 	Demonstrates deficient understanding of the content	Demonstrates limited understanding of content	Mostly demonstrates correct and clear use of terms, concepts, principles and conventions of content	Clear, correct, precise, and concise use of terms, concepts, principles and conventions of content

<p>Speaking Skills</p> <p>Poised; Clear articulation; Proper volume; Steady rate; Good posture and eye contact; Enthusiasm; Confidence.</p>	<p>Demonstrates unacceptable speaking skills</p>	<p>Demonstrates developing speaking and presentation skills</p>	<p>Demonstrates acceptable speaking and presentation skills</p>	<p>Demonstrates excellent speaking and presentation skills.</p>
<p>Audience Response</p> <p>Involves the audience in presentation</p> <p>Makes points in a creative way</p>	<p>Audience is unable to follow the presentation</p>	<p>Presented facts with little or no imagination.</p>	<p>Held the audience's attention most of the time.</p>	<p>Held the audience's attention throughout with engaging style and content.</p>

**Education Seminar
Best Practices Journal Entries**

Students will complete weekly journal entries on the discussion board in response to a specific prompt. While the primary purpose of the journal entry is reflection on the field experience, students are expected to refer to at least one source using APA citation style. Responses should be 2 well-developed paragraphs in length. Each student is expected to respond to at least one other classmate in a meaningful way.

Points	Quality: Main Post	Points	Quality: Responses
Exemplary 8	Student fully addresses the prompt and reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts. Conveys strong evidence of reflection on own work. Insightfully synthesizes current experience into future implications. Includes at least one source and uses APA style.	2	Responds to at least one classmate in a way that is meaningful. Asks a question, shares an example or offers a suggestion.
Acceptable 6	Student adequately addresses the prompt and reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates some thought of the future implications of current experience. Includes at least one source but may not use APA style.		
Developing 4	Student somewhat addresses the prompt and reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates minimal thought of the future implications of current experience. Does not include any sources.	1	Responds to at least one classmate but the response is simplistic and does not add anything new to the conversation.
Poor 2	Student does not address the prompt and reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Future implications are overlooked. Does not include any sources		
Incomplete 0	Journal entry is missing or incomplete.	0	Does not respond to a classmate.

Journal Prompts

Journal	Journal Prompt
1	What are the most important things to take into account when planning a lesson?
2	What strategies can you use to develop knowledge of your students? How does this help to build strong, positive relationships with students from diverse backgrounds?
3	What does it mean to value your students? How do you show students that they are valued? Provide specific examples both from sources and from your own observations of teachers in the past and your current placement.
4	What role does the physical environment play in classroom management? What are some best practices in organizing the physical space of your classroom?
5	What is the difference between classroom management and supporting positive behavior? Why is this particularly important for students from marginalized backgrounds?
6	What challenging behaviors have you witnessed or do you anticipate in the classroom? What are some best practices for (a) preventing and (b) responding to one of those challenging behaviors?
7	How can you use what you know about your students and their backgrounds to design engaging instruction? <u>In your response please pay particular attention to engaging students from marginalized groups.</u>
8	How can a teacher create a culturally responsive/relevant classroom environment? (describe 2-3 strategies) How can this impact student engagement?
9	What are the hallmarks of an assessment that is designed with equity in mind? Why are data from these assessments more meaningful?
10	You have completed 5 of the 8 PDE Ethics Modules at this point. So far, what are the keys to being an ethical teacher?
11	What strategies does your mentor use to communicate with families and communities? What strategies do you think that you will use as a teacher to engage families from diverse backgrounds?
12	What role does technology play in your classroom? What are some best practices for incorporating technology into instruction?
13	What makes feedback meaningful to students? What are best practices in delivering feedback?

Education Seminar Best Practices Summary

Students will write a 5-7 page analytic reflection on what you have learned in the course and the accompanying field experiences. Students are expected to reference their field experiences, textbook information and information from course modules in a paper that addresses the following question, depending on certification area: **What are best practices in Early Childhood, Middle Grades, Secondary or Special Education?**

The paper should be reflective and insightful in explaining how this field experience connects to personal knowledge, growth and understanding about becoming a teacher of young children (Early Childhood Education and Early Childhood Studies students) and/or adolescents (K-12 certifications).

Getting Started

- Before you begin, determine the “categories” that you think might be most appropriate for your “best practices” -- sample categories are provided below
- For each category, generate a list of 2-3 statements to identify the attitudes and behaviors of a teacher who exhibits “best practices” in this area, ensuring that at least one is targeted at meeting the needs of learners from diverse background.
- For each statement, identify one or two examples to support that statement. Examples should come from personal experiences and course materials.
- For each statement, think about your own practices and how effective you are and how you have grown in terms of exhibiting these behaviors and attitudes.

Category	Best Practices	Teaching Learners from Diverse and Marginalized Backgrounds	Evidence and Assessment
<i>Engagement and Instruction</i>			
<i>Assessment</i>			
<i>Use of Technology</i>			
<i>Family & Community Partnerships</i>			
<i>Ethical Practices</i>			

Writing Guidelines

- Include an introduction and conclusion
- Be organized: use strong topic sentences and don't bounce back and forth between categories
- Avoid paragraphs that are too long or too short (a good rule of thumb is that about four sentences is a minimum and paragraphs should not be more than 1 page).
- Include a mix of examples from your own experience and course resources. Personal examples are incredibly valuable but they are not sufficient, you must refer back to sources throughout (at least once in each category) the paper using APA format or you will not receive full credit.
- Read both rubrics thoroughly

Grading Rubrics

Please note that there are two rubrics for the assignment reflecting both content and written communication.

Written Communication

	Excellent 20	Good 16	Adequate 14	Inadequate 12	Poor 0
<i>Focus/Thesis Effectively communicates and maintains focus on the main point or claim.</i>	Running thesis thoroughly demonstrates a focused understanding of context, audience, and the purpose.	Running thesis is adequate, demonstrating consistent and appropriate development, albeit with less sophistication.	The thesis demonstrates an awareness of context, focus and direction but could be more consistently adhered to or developed.	Running thesis presents a vague focus with only some, but overall insufficient attention to context or to the assigned task.	The focus is not demonstrated toward meeting an assigned task, with a thesis that may be missing or hard to find.
<i>Support/Use of Sources Elaboration of ideas utilizing appropriate authorities and/or evidence for the assigned task.</i>	Effective support is demonstrated through high-quality source use. Support and ideas are exemplary for the discipline.	Sufficient support is demonstrated in consistent use of relevant/credible examples and sources. Support and ideas well-suited for the writing task.	Adequate support is demonstrated, through mostly relevant/credible sources. Appropriate support and ideas are included.	Support consists of vague, nonspecific examples. Some sources may lack credibility, relevancy, or be inappropriate for the discipline or genre.	Lacks sufficient support and/or sources that are credible and appropriate for the discipline and genre of the writing.
<i>Organization/ Synthesis of Information Methodology of presenting the information through a convincing flow of ideas.</i>	Masterful organizational strategy, logical ordering of ideas, supported by coherent paragraphs, smooth integration of source material and effective transitions.	Consistently organized strategy that follows a logical flow of ideas; smooth integration of source materials and effective transitions between coherent paragraphs.	Organizational strategy that is adequately organized, with appropriate paragraph structures, though some ideas and/or source materials seem slightly out of place or order.	Demonstrates an organizational strategy that seems somewhat confused, including paragraph structure and/or incorporation of source materials that break a logical flow.	Lack of organization of ideas and/or incorporation of source material.
<i>Adoption of Field-Specific Conventions Ideas and vocabulary professionally delivered, done in the academic style for similar writing in the field.</i>	Highly effective and broad use of conventions, including tone, vocabulary and style particular to the discipline and/or task.	Use of conventions, including tone and diction, is sufficient and appropriately specific to the discipline and/or writing task.	Conventions, such as tone and diction, may sometimes seem out of place, but largely fit the discipline and/or writing task.	Recurring examples miss the appropriate tone or expected language for the discipline and/or writing task.	Neither language nor writing style meet the expectations of the discipline and/or writing task.
<i>Grammar/ Mechanics Technical analysis of the writing rules, independent of other aspects of evaluation.</i>	Grammar/mechanics are nearly flawless, with very few, if any, usage errors.	Grammar/mechanics are accurate and consistent, with a few usage errors.	Grammar/mechanics are adequate; while some usage errors exist, they do not interfere with the author's meaning.	Grammar/mechanics are significantly flawed and frequently interfere with the author's meaning.	Grammar/mechanics are so inadequate that the author's ideas are nearly impossible to follow.

Assignment Content

	Exemplary 20	Acceptable 16	Developing 14	Unacceptable 12
<i>Content</i>	The paper includes all required information with ample detail and demonstrates a clear understanding of the assignment. Student reflects on own practice in multiple ways to promote positive outcomes for every child [4d] .	The paper includes nearly all required information with sufficient detail and demonstrates a clear understanding of the assignment. Student reflects in several ways on own practice to promote positive outcomes for every child [4d] .	The paper is either missing some required information or does not present information with a sufficient level of detail. Student reflects on own practice in some ways to promote positive outcomes for every child [4d] .	The paper is either missing many required pieces of information and/or does not present information with a sufficient level of detail. Student does not reflect on own practice to promote positive outcomes for every child [4d] .
<i>Reflection: Evidence-based teaching practices for diverse learners</i>	Conveys strong evidence of reflection on own and mentor teachers' work. Demonstrates significant personal growth and insights in and understanding the multiple influences on development and learning. [1b]	Conveys evidence of reflection on own and mentor teachers' work. Demonstrates adequate personal growth and insights in and understanding the multiple influences on development and learning. [1b]	Conveys some evidence of reflection on own and mentor teachers' work. Demonstrates some personal growth and insights in and understanding the multiple influences on development and learning. [1b]	Conveys weak or no evidence of reflection on own and mentor teachers' work. Demonstrates limited or no personal growth and insights in and understanding the multiple influences on development and learning. [1b]
<i>Reflection: Evidence-based Ethical Practices</i>	Abundance of evidence of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines [6b]	Evidence exists of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines [6b]	Some evidence of critical, careful thought and analysis and/or insights. Evidence and examples of how practices viewed in fieldwork reflect knowledge of ethical standards and professional guidelines are limited. [6b]	Evidence of critical, careful thought and analysis and/or insights is not made. Evidence and examples of how practices viewed in fieldwork do not reflect knowledge of ethical standards and professional guidelines. [6b]
<i>Reflection: Evidence-based practices in Assessment</i>	Abundance of evidence of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a]	Evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a]	Some evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a]	Limited or no evidence exists of critical, careful thought and analysis and/or insights regarding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for children [3a]

<p><i>Reflection: Evidence Based practices in use of technology</i></p>	<p>Abundance of evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p>	<p>An adequate amount of evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p>	<p>Some evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p>	<p>Limited or no evidence of critical, careful thought and analysis and/or insights have led to the need to reform own practice, including the use of technology effectively with children, peers, and as a professional resource. [6c]</p>
<p><i>Reflection: Evidence Based Practices in Family & Community partnerships</i></p>	<p>Ample high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p>	<p>Adequate high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p>	<p>Some high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p>	<p>Limited or no high quality, specific evidence and examples are provided from one's own and mentor teachers' practices that involve families and communities in children's development and learning. [2c]</p>

Education Seminar Formal Observation Tool

<i>Date of Observation</i>	
<i>Observer Name</i>	
<i>Teacher Name</i>	
<i>Grade Level and Subject Area</i>	
<i>Instructional Objective and PA State or NAEYC Standard</i>	

Danielson Domain	Instructional Look-Fors	Observation Notes
<i>Planning and Preparation</i>	The teacher... <ul style="list-style-type: none"> ● demonstrates knowledge of content and pedagogy ● demonstrates knowledge of students ● sets appropriate goals ● uses a variety of resources in instruction ● plans appropriate and meaningful assessments to match the instructional objective 	

<i>Classroom Environment</i>	<p>The teacher...</p> <ul style="list-style-type: none">● creates an environment of respect and rapport● establishes, communicates and follows classroom procedures and rules● provides opportunities for students to get to know each other● effectively manages time, transitions and materials● manages behavior using age appropriate and culturally consistent standards	
<i>Instruction</i>	<p>The teacher..</p> <ul style="list-style-type: none">● provides clear directions and explanations● uses questioning to engage students in exploring the content (higher level questioning).● engages all students in discussions● promotes problem solving● uses a variety of grouping strategies● monitors student learning● provides meaningful feedback● adjusts lesson based on students needs	

<i>Professional Responsibilities</i>	The teacher <ul style="list-style-type: none">● uses data to support actions● advocates for underserved students● reflects on teaching	
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