



REACH  
INSPIRE  
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 041300



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT TEACHER EDUCATION PROGRAM APPLICATION FORM

Rev 2-10

To be completed by Applicant

Name: [Redacted] Student ID #: 0411300 Date: 5/22/10  
 Permanent Address: [Redacted] College Address: [Redacted]  
 Street: [Redacted] Street: [Redacted]  
 City: [Redacted] City: Providence State: RI Zip: 02908  
 Telephone #: [Redacted] RIC E-Mail: [Redacted] Telephone #: [Redacted]

Racial/Ethnic Identification:  
 American Indian/Alaskan Native  
 Hispanic/Latino  
 Asian/Pacific Islander  
 White  
 Black/African American  
 2 or more

Gender: Male  Female  Date of Birth: [Redacted]  
 Degree:  Undergrad  2<sup>nd</sup> Degree Estimated Date of Graduation: 2013  
 Teacher Education Program: Elementary Major/Concentration: Special Education  
 Special Education?  Special Education Middle School Emphasis: [Redacted]  
 Please Specify Area of Specialization: [Redacted] Please Specify Content Area: [Redacted]

To be completed by Admissions Committee

PPST Reading/Date taken: 175 11/09 Mathematics/Date taken: 182 11/09 Writing/Date taken: 177 11/09 or  
 SAT Reading/Date taken: \_\_\_\_\_ Mathematics/Date taken: \_\_\_\_\_ Writing/Date taken: \_\_\_\_\_ or  
 ACT Reading/Date taken: \_\_\_\_\_ Mathematics/Date taken: \_\_\_\_\_ Writing/Date taken: \_\_\_\_\_

Transcript: RIC 07/14/10 Other \_\_\_\_\_ Name of College/University: \_\_\_\_\_ Other \_\_\_\_\_ Name of College/University: \_\_\_\_\_ Date: \_\_\_\_\_  
 Admission to RIC: 05/01/08 # of Credits Completed: 58 Major GPA: 3.0 FNEED Id#: A Grade: A  
 # of Credits in Major Completed: \_\_\_\_\_ Major GPA: \_\_\_\_\_  
 Completion of RIC Writing Requirement: 12/08 Date: \_\_\_\_\_ Completion of RIC Math Requirement: 05/08 Date: \_\_\_\_\_  
 Reference Form Faculty: August 11/09 Name (Please Print): \_\_\_\_\_ Supervisor: STACY CROFTON 11/09 Name (Please Print): \_\_\_\_\_ Date: \_\_\_\_\_  
 WRTG 100 Grade: B -OR- Career Commitment Essay Scored: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_  
 Technology Competency: INST 251

Program Specific Requirements: \_\_\_\_\_

DEPARTMENT RECOMMENDATION:  
 Admit  Denial ADVISOR: Jennifer Davis-Bauer  
 Please describe conditions/reasons: \_\_\_\_\_  
 Signature of Admissions Committee Member: [Signature] Date: 07/15/10  
 Signature of Department Chair: [Signature] Date: 7/19/10 Signature of Associate Dean: [Signature] Date: 7-23-10



July 23, 2010

[REDACTED]  
[REDACTED]  
[REDACTED]

It is my pleasure to inform you that the Department of Elementary Education and the Dean's office have approved your application for admission into the Teacher Education Program in Elementary Education within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence. You have identified special education as your teaching concentration on the application. To have special education as your teaching concentration, you must also apply to the Special Education Program upon completion of SPED 300 and be admitted. Admission Portfolios (guidelines are available from the Special Education Department in Horace Mann 046 and on the Department website ([www.ric.edu/sped](http://www.ric.edu/sped))).

Any candidate admitted to FSPED after August 24, 2009 who majors in Elementary Education or Early Childhood Education and a Teaching concentration in Special Education will be required to complete one full semester of student teaching in each certification area.

While enrolled in your first elementary education course (ELED 300) you must take and pass the Praxis II Content Knowledge (0014) test. The passing score is 145. The score is required before taking elementary education methods courses; it is also required for teacher certification in Rhode Island. Only a paper based test administration is available. Please consult the Education Testing Service website ([www.ets.org](http://www.ets.org)) for specific test administration information.

This is the first step on your continuing journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. Please consult with your advisor, Dr. Jennifer Davis-Daerr, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Because Dr. Jennifer Davis-Daerr is a new faculty member in the Elementary Education Department please contact Dr. Patricia Cordova, Chair of Elementary Education, ([pcordova@ric.edu](mailto:pcordova@ric.edu)) if you have any questions prior to the first day of classes.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

Welcome to the process of becoming a teacher!

Sincerely,

A handwritten signature in black ink that reads "Karen S. Castagno".

Karen S. Castagno, Ph.D.  
Associate Dean for Teacher Education

c: Elementary Education Department Files

**PLEASE TAKE THIS TO THE FIRST DAY OF CLASS IN ELED 300**

RHODE ISLAND COLLEGE  
Feinstein School of Education  
and Human Development  
Teacher Education



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
 Undergraduate Studies  
 Declaration of Major/Concentration Form  
 CONFIDENTIAL

Name: [REDACTED]

Student ID: 0411300

Address: [REDACTED]

Phone: [REDACTED]

Program: Elementary Education (BS) - (Undergraduate Student)

Major: Special Education

Special Education: Children and Young Adults with Severe/Profound Disabilities

Name of Special Education Advisor

07/23/2010

Date

Jennifer Davis-Duerr

Name of Advisor

07/23/2010

Date

*[Signature]*  
 Signature of Associate Dean

Rhode Island College  
Feinstein School of Education and Human Development  
Department of Special Education  
UNDERGRADUATE ADMISSION AND RETENTION COMMITTEE REVIEW FORM

UNDERGRADUATE ADMISSION SHEET

Student Name: [Redacted] Emp ID# 0411300  
Gender: Male / Female Date of Birth: [Redacted]  
Address: [Redacted] [Redacted] [Redacted]  
Telephone: [Redacted] [Redacted] [Redacted] E-Mail: [Redacted]  
Major: Ed Ed  
Special Education Concentration:  Mild/Moderate Disabilities, Kindergarten through Middle School  
 Mild/Moderate Disabilities, Middle through Secondary Level  
 Severe/Profound Disabilities Children and Young Adults-Ages 3-21

Racial/Ethnic Identification

<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Black/African American
<input type="checkbox"/> Hispanic/Latino	<input checked="" type="checkbox"/> White	<input type="checkbox"/> 2 or more

1. Acceptance Letter Attached:  
 Elementary / Early Childhood Education 7/10 Date \_\_\_\_\_ Secondary Education \_\_\_\_\_ Date \_\_\_\_\_
3. Cumulative GPA 3.025
4. Grades: B- or better: SPED 100 B+ Semester / Date Sp 10  
SPED 310 \_\_\_\_\_ Semester / Date Fall 2010
5.  Recommendation: documented experience with individuals who have disabilities
6.  Personal Statement: Career Commitment Essay Rubric Score 3

Department / Advisor Recommendation:  Accepted  Denied

Please Describe conditions / reason(s): \_\_\_\_\_

Special Education Advisor Dr. Dell

SIGNATURE: [Signature] Date: 10/18/2010



October 26, 2010

[REDACTED]  
[REDACTED]  
[REDACTED]

It is my pleasure to inform you that the Department of Special Education and the Dean's Office have approved your application for admission into the Special Education/Elementary Teacher Education Program within the Feinstein School of Education and Human Development. Your Special Education teaching concentrations will include both Severe/Profound Disabilities and Elementary Mild/Moderate Disabilities. Based on your skills, past performance, and personal qualities, you are entitled to enter the Special Education Department's professional education sequence.

This is the next step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher preparation programs. You must earn a grade of at least B- in all special education courses past SPED 300. Please consult with your special education advisor, Dr. Susan Dell, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Before student teaching you must take and pass the Praxis II Elementary Education Content Area Exercises (0012) test. Passing this test is prerequisite to student teaching. Passing it is also required for teacher certification in Rhode Island. Please consult the Educational Testing Service website ([www.ets.org](http://www.ets.org)) for specific test administration information.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

I wish you continued success in your teacher preparation program.

Sincerely,

A handwritten signature in cursive script that reads "Karen S. Castagna".

Karen S. Castagna, Ph.D.  
Associate Dean for Teacher Education

c: Special Education Department Files

RHODE ISLAND COLLEGE  
Feinstein School of Education  
and Human Development  
Teacher Education



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
Undergraduate Studies  
Declaration of Major/Concentration Form  
CONFIDENTIAL

Name:

[REDACTED]

Student ID: 0411209

Address:

[REDACTED]

Phone:

[REDACTED]

Program: Elementary Education (MS) - (Undergraduate Student)

Major: Special Education

Special Education: Mild/Moderate Disabilities (K-Middle)  
Children and Young Adults with Severe/Profound Disabilities

Susan Dell

Name of Special Education Advisor

10/26/2010


Date

Jennifer Davis-Dunn

Name of Advisor

10/26/2010

Date

  
Signature of Associate Dean



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: [REDACTED] Telephone #: [REDACTED]

Teacher Preparation Program: Elementary Ed Major/Concentration: Special Ed

Name of Evaluator: [REDACTED] Position of Evaluator: [REDACTED]

Professional Address of Evaluator: [REDACTED]

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

			Low			High
1.	Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	3	4
2.	Has goal clarity (Self-Reflection)	N/A	1	2	3	4
3.	Is intellectually curious and/or creative (Lifelong Learning)	N/A	1	2	3	4
4.	Is enthusiastic about learning (Lifelong Learning)	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
6.	Listens and is responsive to children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded (Respect for Diversity)	N/A	1	2	3	4
8.	Is adaptable to change (Respect for Diversity)	N/A	1	2	3	4
9.	Works well with others (Collaboration)	N/A	1	2	3	4
10.	Is socially tactful (Collaboration)	N/A	1	2	3	4
11.	Works hard and is thorough (Professional Work Characteristics)	N/A	1	2	3	4
12.	Is reliable and dependable (Professional Work Characteristics)	N/A	1	2	3	4

Signature of Evaluator: [Signature]

Date: 11/16/09

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.





# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

Name of Applicant: <span style="background-color: black; color: black;">[REDACTED]</span>	Student ID #: 0411300	Telephone #: <span style="background-color: black; color: black;">[REDACTED]</span>
Teacher Preparation Program: UIPS	Major/Concentration: Elem-Special Ed	
Name of Evaluator: Stacy Crofton	Position of Evaluator:	
School Name: HARRY KIZIRIAN Elem. School	Prov: RI	Zip: 02908
Street: 60 Camden Ave	City:	

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

		Low				High
1. Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3		4
2. Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3		4
3. Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3		4
4. Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3		4
5. Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3		4
6. Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3		4
7. Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3		4
8. Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3		4
9. Works well with others <i>(Collaboration)</i>	N/A	1	2	3		4
10. Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3		4
11. Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3		4
12. Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3		4

Signature of Evaluator: Stacy Crofton Date: 11/26/19

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.

# Report Results

## Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name : ██████████

Student ID: 0411300

SSN : ██████████

Address : ██████████

United States

Print Date : 2010-07-14

----- Academic Program History -----

Program : Ugrad Degree General College

2008-05-01 : Active in Program

2008-05-01 : Special Education-IM Major

----- Beginning of Undergraduate Record -----

Fall 2008

ENGL	161	Western Literature	4.00	4.00 C	8.000
MATH	143	Math For Elem Sch Teachers I	3.00	3.00 B-	8.010
POL	201	Development of Amer Democracy	3.00	3.00 B-	8.010
NMST	200	Gender and Society	3.00	3.00 B-	8.010
WRTG	100	Writing and Rhetoric	4.00	4.00 B-	10.680
TERM GPA :			2.512	TERM TOTALS :	17.00 17.00 42.710
CUM GPA :			2.512	CUM TOTALS :	17.00 17.00 42.710

Spring 2009

ASTE	340	Methods/Materials in Art Educ	2.00	2.00 B	6.000
HIST	161	Western History	4.00	4.00 C+	9.320
INST	251	Incro To Emerging Technologies	3.00	3.00 A-	11.010
MATH	144	Math For Elem Sch Teachers II	3.00	0.00 C-	
Repeated :		Original attempt of class			
PSCI	103	Physical Science	4.00	0.00 D	
Repeated :		Original attempt of class			
TERM GPA :			2.926	TERM TOTALS :	16.00 9.00 26.730
CUM GPA :			2.635	CUM TOTALS :	33.00 26.00 64.040

Fall 2009

BIOL	109	Fund Concepts of Biology	4.00	4.00 C+	9.320
PHED	346	Schooling in a Democratic Soc	4.00	4.00 A	16.000
MUSE	341	Math & Music of Music Educ	2.00	2.00 A-	7.340
PHIL	230	Aesthetics	3.00	3.00 A	12.000
TERM GPA :			3.435	TERM TOTALS :	13.00 13.00 44.660

CUM GPA : 2.915 CUM TOTALS : 46.00 39.00 113.700  
 Dean's List

Spring 2010

ENGL	163	Intro to Non Western Cultures	4.00	4.00	A-	14.650
MATH	144	Math For Elem Sch Teachers II	3.00	3.00	A-	11.010
	Repeated	: Replaces previous attempt				
FSCI	101	Physical Science	4.00	4.00	C+	9.320
	Repeated	: Replaces previous attempt				
SPED	350	Intro Ed of Exceptional Child	4.00	4.00	B+	13.320
	TERM GPA :	3.222	TERM TOTALS :	15.00	15.00	48.330

CUM GPA : 3.401 CUM TOTALS : 61.00 54.00 162.035

Summer 2010

WRITG	100	Writing and Rhetoric	4.00	4.00	B	12.000
	TERM GPA :	3.000	TERM TOTALS :	4.00	4.00	12.000

CUM GPA : 3.001 CUM TOTALS : 65.00 58.00 174.030

Fall 2010

CEP	305	Educational Psychology	4.00			
COMM	223	Intro To Sign Language	3.00			
ELED	300	Concepts of Teaching	3.00			
SPED	310	Behav Mgt For Except Childrth	4.00			
	TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000

CUM GPA : 3.001 CUM TOTALS : 65.00 58.00 174.030

Undergraduate Career Totals

CUM GPA : 3.001 CUM TOTALS : 65.00 58.00 174.030

Non-Course Milestones

2008-06-16 College Mathematics Requirement

Milestone Status: Completed

2008-06-16 Exam Taken - Completed

2008-12-31 College Writing Requirement

Milestone Status: Completed

2008-12-31 Course Taken - Completed

Return



# THE PRAXIS SERIES

Telephone: 800-772-9476 or 609-771-7885

R 3724

0411340

## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name:	[REDACTED]		
Candidate ID Number:	04983150	Social Security Number:	[REDACTED]
Sex:	F	Date of Birth:	01/22/1990

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	RHODE ISLAND COLLEGE
Undergraduate Major:	SPECIAL EDUCATION
Graduate Major:	SPECIAL EDUCATION
Educational Level:	FRESHMAN (FIRST YEAR)
GPA:	2.0 - 2.49

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE



CURRENT TEST DATE		11/20/2009	Examinee's Score	Possible Score Range
Test Code	Test Name			
5710	C-PPST: READING		175	150 - 190
5720	C-PPST: WRITING		177	150 - 190
5730	C-PPST: MATHEMATICS		182	150 - 190

### HIGHEST SCORES OF 11/20/2009

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
11/20/2009	5710	C-PPST: READING	175	150 - 190
11/20/2009	5720	C-PPST: WRITING	177	150 - 190
11/20/2009	5730	C-PPST: MATHEMATICS	182	150 - 190

MESSAGE CODES

R 3724



**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 11/28/2009**

PASSED/NOT PASSED STATUS PROVIDED IN THIS REPORT IS BASED ON THE PASSING SCORE IN EFFECT ON THE TEST DATE OR ON THE DATE REPORTED (AS INDICATED NEXT TO EACH SCORE RECIPIENT'S NAME). AGENCIES RESERVE THE RIGHT TO ACCEPT THE REPORTING OF SCORES BUT NOT NECESSARILY THE PASSED/NOT PASSED STATUS.

372A RHODE ISLAND COLLEGE							
Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/Not Passed Status
11/20/2009	5710	C-PPST: READING	175				
11/20/2009	5720	C-PPST: WRITING	177				
11/20/2009	5730	C-PPST: MATHEMATICS	182				

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

**DETAILED INFORMATION FOR SCIENCE TEST DATE**

Test Category #	Raw Points Earned	Raw Points Available	Average Performance Range **
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING</b> I. CRITICAL AND INFERENTIAL COMPREHENSION II. LITERAL COMPREHENSION	15 14	21 18	12 - 19 12 - 18
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING</b> I. GRAMMATICAL RELATIONSHIPS II. STRUCTURAL RELATIONSHIPS III. WORD CHOICES AND MECHANICS IV. ESSAY	8 10 7 9	12 15 11 12	5 - 5 6 - 12 5 - 8 8 - 8
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS</b> I. NUMBER AND OPERATIONS II. ALGEBRA III. GEOMETRY AND MEASUREMENT IV. DATA ANALYSIS AND PROBABILITY	11 4 6 10	15 9 9 10	7 - 10 4 - 16 4 - 7 5 - 8

\* Category-level information indicates the number of test questions answered correctly for category scores are based on the questions. Because they are based on the number of questions, category scores are not inflated over the different scaled scores, which are based on the total set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be interpreted as precise reflections of a candidate's level of knowledge in that category and ETS recommends that category information not be used to judge any candidates affecting candidates' scores or overall certification at such a high level of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees who took this form of the test during periodic administration of a computerized test series. This range of scores was not computed because fewer than 30 examinees took this form of the test at locations where more than 4 questions in the category or, for a constructed-response module, fewer than 4 points to be awarded by the rater. N/A indicates that this information is not applicable.

**Candidate 1 – FALL 2010 Admlt follow up**

**Current Spring 2011 Transcript  
Content Knowledge score**

**Fall 2010 Artifact  
ELED 300: Concepts of Teaching  
Planning and Reflecting Artifact – Exemplary rating**

Request Header | Request Detail | **Report Results** | Report Errors

Find | View All | 3 of 12

Seq Nbr: 1  
ID: 04

Print

Report Manager

## Rhode Island College Undergraduate Degree

Rhode Island College

Identifying Code: RICOL

Name :

Student ID:

SSN :

Print Date : 2011-03-26

## ----- Academic Program History -----

Program : Ugrad Degree General College

2008-05-01 : Active in Program

2008-05-01 : Special Education-IM Major

Program : Ugrad Deg Education &amp; Human Dev

2010-07-26 : Active in Program

2010-07-26 : BL.ED, Special Education-HS Major

## ----- Beginning of Undergraduate Record -----

## Fall 2008

ENGL	161	Western Literature	4.00	4.00 C	8.000
MATH	143	Math For Elem Sch Teachers I	3.00	3.00 B-	8.010
POL	201	Development of Amer Democracy	3.00	3.00 B-	8.010
WMST	200	Gender and Society	3.00	3.00 B-	8.010
WRITG	100	Writing and Rhetoric	4.00	0.00 B-	

Repeated : Original attempt of class

TERM GPA : 2.464 TERM TOTALS : 17.00 13.00 32.030

CUM GPA : 2.464 CUM TOTALS : 17.00 13.00 32.030

## Spring 2009

ARTE	340	Methods&Materials in Art Educ	2.00	2.00 B	6.000
HIST	161	Western History	4.00	4.00 C+	9.320
INST	251	Intro To Emerging Technologies	3.00	3.00 A-	11.010
MATH	144	Maths For Elem Sch Teachers II	3.00	0.00 C-	

Repeated : Original attempt of class

PSCI 103 Physical Science 4.00 0.00 D

Repeated : Original attempt of class

TERM GPA : 2.926 TERM TOTALS : 16.00 9.00 26.330

CUM GPA : 2.653 CUM TOTALS : 33.00 22.00 58.360

## Fall 2009

BIOI	109	Fund Concepts Of Biology	4.00	4.00 C+	9.320
FNED	346	Schooling in a Democratic Soc	4.00	4.00 A	16.000



MUSE	341	Meth & Mat of Music Educ	2.00	2.00	A-	7.340
PHIL	250	Aesthetics	3.00	3.00	A	12.000
TERM GPA :		3.415	TERM TOTALS :		13.00	13.00 44.660

CUM GPA : 2.943 CUM TOTALS : 46.00 35.00 103.020  
Dean's List

**Spring 2010**

ENGL	163	Intro To Non Western Cultures	4.00	4.00	A-	14.680
MATH	144	Math For Elem Sch Teachers II	3.00	3.00	A-	11.010

Repeated : Replaces previous attempt

PSCI	103	Physical Science	4.00	4.00	C+	9.320
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Repeated : Replaces previous attempt

SPEID	300	Intro Ed of Exceptional Child	4.00	4.00	B+	13.320
TERM GPA :		3.222	TERM TOTALS :		15.00	15.00 48.330

CUM GPA : 3.027 CUM TOTALS 61.00 50.00 151.350

**Summer 2010**

WRTG	100	Writing and Rhetoric	4.00	4.00	B	12.000
------	-----	----------------------	------	------	---	--------

Repeated : Replaces previous attempt

TERM GPA :		3.000	TERM TOTALS :		4.00	4.00 12.000
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CUM GPA : 3.025 CUM TOTALS : 65.00 54.00 163.350

**Fall 2010**

CEP	315	Educational Psychology	4.00	4.00	B-	10.680
COMM	223	Intro To Sign Language	3.00	3.00	B	9.000
ELFD	300	Concepts of Teaching	3.00	3.00	B+	9.990
PHIL	263	God(s)	4.00	4.00	A-	14.680
SPEID	310	Behav Mgt For Except Child&Yth	4.00	0.00	C+	

Repeated : Original attempt of class

Notes : Grade Changed After Posting.

Notes : 1/13/11 - From I to C+ per S.Imber - els

TERM GPA :		3.168	TERM TOTALS :		18.00	14.00 44.350
------------	--	-------	---------------	--	-------	--------------

CUM GPA : 3.054 CUM TOTALS : 83.00 68.00 207.700

**Spring 2011**

ELED	422	Teaching Developmental Read I	3.00			
ELED	415	Teaching Lang Arts Elem Sch	3.00			
SPEID	310	Behav Mgt For Except Child&Yth	4.00			

Repeated : Replaces previous attempt

SPEID	312	Assess Proc Except Child&Youth	4.00			
TERM GPA :		0.000	TERM TOTALS :		0.00	0.00 0.000

CUM GPA : 3.054 CUM TOTALS : 83.00 68.00 207.700

**Summer 2011**

ELED	424	Teach Developmental Reading II	3.00			
TERM GPA :		0.000	TERM TOTALS :		0.00	0.00 0.000

CUM GPA : 3.054 CUM TOTALS : 83.00 68.00 207.700

**Undergraduate Career Totals**

CUM GPA : 3.054 CUM TOTALS : 83.00 68.00 207.700

----- **Non-Course Milestones** -----

2008-06-16 College Mathematics Requirement

Milestone Status: Completed

2008-06-16 Exam Taken - Completed

2008-12-31 College Writing Requirement

Milestone Status: Completed

2008-12-31 Course Taken - Completed

Save

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Update/Display

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# Test Results

Fall 2010 Admit

Find | View | First | Last

Test ID: ELEDG Elementary Education Content  Checklist Item Update

Defaults for Components

Test Date: Data Source: Acad Level:

Test Components

Customize | Find | View All | First | Last

Component	Score	%ile	Test Date	Data Source	Acad Level	Letter Score	Date Loaded	Index	Std Admin
1 CONKN	156.00		02/25/2011	ETS	Junior		02/17/2011		<input checked="" type="checkbox"/>

Test ID: PPST Pre Professional Subject Test  Checklist Item Update

Defaults for Components

Test Date: Data Source: Acad Level:

Test Components

Customize | Find | View All | First | Last

Component	Score	%ile	Test Date	Data Source	Acad Level	Letter Score	Date Loaded	Index	Std Admin
1 MATH	182.00		11/20/2009	ETS	Freshman		12/07/2009		<input checked="" type="checkbox"/>
2 READ	175.00		11/20/2009	ETS	Freshman		12/07/2009		<input checked="" type="checkbox"/>
3 WR	177.00		11/20/2009	ETS	Freshman		12/07/2009		<input checked="" type="checkbox"/>

Test ID: SAT I Scholastic Assessment Test I  Checklist Item Update

Defaults for Components

Test Date: Data Source: Acad Level:

Test Components

Customize | Find | View All | First | Last

Component	Score	%ile	Test Date	Data Source	Acad Level	Letter Score	Date Loaded	Index	Std Admin
1 ES	8.00		10/01/2007	ETS	12th Grade		12/31/2007		<input checked="" type="checkbox"/>
2 ES	8.00		06/01/2007	ETS	11th Grade		12/31/2007		<input checked="" type="checkbox"/>
3 MATH	440.00	26	10/01/2007	ETS	12th Grade		12/31/2007		<input checked="" type="checkbox"/>
4 MATH	440.00		06/01/2007	ETS	11th Grade		12/31/2007		<input checked="" type="checkbox"/>
5 MC	39.00		10/01/2007	ETS	12th Grade		12/31/2007		<input checked="" type="checkbox"/>

Transfer To: Prospect Data

Go

Save

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Refresh

**FALL 2010 Admit follow up**

**Fall 2010 Artifact**

**ELED 300: Concepts of Teaching**

**Planning and Reflecting Artifact – Exemplary rating**

**LESSON PLAN**  
**Integrative Model**

DATE: October 28, 2010  
NAME: EXEMPLARY STUDENT (KH)  
UNIT THEME: Amazing Arctic Animals

GRADE SPAN OF STUDENTS: K-2

**MODEL OF TEACHING:**

- Lesson 5- *Integrative Model of Teaching*

**RATIONALE:**

- This is the fifth lesson in the unit w/ *Amazing Arctic Animals* and it will focus on comparing puffins and penguins in a data display chart. The integrative model of teaching is a useful method because it helps the children understand how to use and create a data display chart. Also this model of teaching enables the children to use different types of thinking such as thinking inductively and using thinking skills such as observing, comparing, and hypothesizing. The children will also be able to develop conceptual knowledge by collecting, organizing, and analyzing facts that can be related to the data display chart. (However, it is important to note that to understand this conceptual knowledge the children must understand the relationships of concepts.) This integrative model of teaching is an effective model to incorporate into the classroom because research shows that comparing two related concepts is more powerful than teaching one concept. In this lesson I will be presenting a data display chart that compares a puffin and a penguin. I will then check to see if the children are able to read the chart and locate information effectively by asking questions. If I find that children are confused I will have to spend some time explaining how to use and locate information on the chart. The chart will be comparing the size, behaviors, and habitat of both the penguin and puffin by using visual images and simple text. This lesson will engage the children because the children's minds will be actively involved throughout the entire lesson. For example the children will be thinking inductively, observing, comparing, and hypothesizing to better understand the differences and similarities between a penguin and puffin. I will ensure that they are using these critical thinking skills by asking them a variety of questions throughout the lesson. This lesson is developmentally appropriate because this lesson includes three dimensions, two related concepts, visual images, and simple text. After this lesson the children will also remain engaged because they will be creating a model and I also hope to incorporate a puffin poem on the model. Finally if the children get done early I have books about both puffins and penguins that children can read and discuss with peers.

Comment (1): Overall, a well-designed lesson. I suggest you revise your data display requirements below.

Comment (2): Excellent.

LESSON PLAN TEMPLATE

DESIRED RESULTS – LEARNING OUTCOMES

**Learning Outcome 1.** The student will be able to distinguish between the characteristics and behaviors of puffin and penguin by utilizing the bar display chart.

Comment (3): Excellent

**Learning Outcome 2 (Product of Learning).** The student will be able to create a puffin model by following the step by step instructions that include gluing, cutting, assembling, and decorating.

ASSESSMENT:

Plan for Formative Assessment:

Comment (4): Excellent

What will you observe so you can provide warm and cool feedback?	How will the evidence be collected?	Relationship to Learning Outcome
Are the students noting the distinguishing features (size, color, habitat)?	Teacher notes Recording form	1
Following step by step procedures for creating the puffin model	Teacher notes Recording form Product	2

Recording Form (Teacher Checklist): Plan for Recording Results of Formative Assessment

NAME OF STUDENT	Rating Scale: 3 = Exemplary, 2 = Acceptable, 1 = Developing, 0 = Unacceptable; ND = Not Observed/Absent			NOTES	
	What to Observe				
	1. Content, Clarity, and sequencing	2. Respecting, brainstorming, and community.	3. Network, explaining, ability to create, create/extend	4. Being able to use & this display chart correctly	5. Being able to produce, observe, and compare.
Thomas Roche-K					
Quinten LaSalle-K					
Catalina Hoban-L					
Eduardo Piu-L					
Anthony Messeri-L					
Alfred Su-L					
Silvia Tillman -L					
???					

## LESSON PLAN TEMPLATE

### OPPORTUNITIES TO LEARN

Continued on next page

#### Safety Considerations

- Keep furniture, floors, and clothing clean when gluing and during blubber experiment. Use a plastic table cloth. Have wet wipes available for student use. Have paper towels and sponges readily available to clean up messes. Also review how to properly use scissors through demonstration and keep constantly supervising children when using them. Also make sure the children aren't putting the googly eyes in their mouth- choking hazard. Review class pledge and reinforce the rules so the child believes that this is a safe environment to learn in.

#### Accommodations For Diverse Learners

- In this lesson the children will be able to use the data display chart to develop their own unique comparisons, observations, and hypotheses about the penguin and the puffin. This is because the children will be actively thinking and using their own critical thinking skills to analyze and interpret the information on the data display chart. The students will also be able to expand upon their own ideas by consulting with peers. When creating the puffin model the students will be able to choose what googly eyes they want, how much newspaper they would like to stuff their model with, whether or not they want to add feathers, and if they would like to add additional features with markers. There will also be a poem that I will give to the children and they can choose whether they want to glue it to the model or to simply take it home. Finally if the child gets mottled up with the procedure they will be able to refer to a check list that will either be on the back board or in their work station. This will ensure that the child is able to construct the product of learning in a clear and effective manner.

#### Cooperative Learning:

##### Puffin model:

- Grouping work in pairs, preferably an older child with a younger one (if I get an even number of children). One person will be assigned the "getter", while the other person will assigned the "returner". This means that one member of the group will gather the supplies, while the other member in the group will put the supplies away at the end.
- The job between "getter" and "returner" will change each week by taking turns, unless both children want to keep their job/role.
- If I decide however that the children will work individually then the children will work cooperatively by sharing supplies such as markers, scissors, and glue.
- The children will also clean up together, which will encourage community building.

##### Data Display Chart:

- The children are allowed to compare and discuss observations and hypotheses they have formed with their partner and other students.

## LESSON PLAN TEMPLATE

### Instructional Materials and Resources

#### 1. Model of Puffin:

(11 sets of materials; one set for modeling, one for guest student, one set already modeled, and eight sets for the students.)

Package includes:

- 1 lunch bag
- 2 wings
- feathers
- beak
- googly eyes
- newspaper
- white belly (round oval)

Materials shared by all students:

- Scissors, glue, markers, tape, stapler (I will aid them in using it)

Handouts: (1 each)

- Step by step instructions for making a puffin model.
- Puffin poem

#### 2. Data Display Chart:

**Shared Materials:** The chart will be displayed on the board for all to see, therefore being shared by all the students.

**Other Instructional Materials/Resources** (e.g., manipulatives, adaptive or assistive technologies, electronic technology)

- Books on puffins and penguins (see at the end of the page)
- Pictures
- I will read the books prior and do additional research on the web to prepare for this lesson
- I will also pre-make my product of learning to try and work out the kinks
- I plan to package the materials between four bags, so that they can be shared by the groups of two and also to utilize table space.
- Also I will plan to make the chart big enough so that all the children can see and locate easily.
- I will also have pre-prepared questions so that I will be able to effectively promote critical thinking throughout the lesson.
- Copies of all handouts are at the end of this file.

#### Space:

Cafeteria, but if this proves too crowded I may try to bring the kids into the hallway

Comment (B): Wonderful preparation. I like the use of 2 pages!



LESSON PLAN TEMPLATE

TIME - INSTRUCTIONAL SEQUENCE

TIME (# of min)	INSTRUCTIONAL SEQUENCE Teacher/Student Actions
3:15-3:20 (5min)	1. Begin the lesson. <ul style="list-style-type: none"> <li>• Community-building</li> <li>• Link to prior learning. What is one interesting fact that you learned from last week's lesson about marine mammals? What did you make?</li> <li>• Provide goals and establish set. Today we will compare a puffin and a penguin. I will show the children several pictures of puffins and penguins. The children will learn some similarities and differences between a penguin and a puffin by effectively utilizing the data display chart.</li> </ul>
3:20-3:30 (10 min)	2. Present data display. See end of plan.
3:30-3:34 (4 minutes)	3. Observe and describe. <ul style="list-style-type: none"> <li>• What are the two birds that are compared?</li> <li>• What do you notice about the size of a penguin vs. a puffin?</li> </ul>
3:34-3:38 (4 min)	4. Compare similarities and differences; identify pattern. <ul style="list-style-type: none"> <li>• How is puffin different from a penguin?</li> <li>• How is a puffin and penguin similar? (think about what they physically look like)</li> </ul>
3:38-3:41 (3 min)	5. Explain why similarities and differences exist or why pattern exists. <ul style="list-style-type: none"> <li>• If penguins can't fly, why do they have wings? What are some possible reasons?</li> </ul>
3:41-3:45 (4min)	6. Hypothesize situation. <ul style="list-style-type: none"> <li>• If puffins were heavier, how would this affect their ability to fly?</li> </ul>
3:45-3:48 (3 min)	7. Summarize and generalize. <ul style="list-style-type: none"> <li>• In which hemisphere do penguins live?</li> <li>• How does a penguin compare with a puffin?</li> </ul>
3:48-3:51 (3 min)	8. Analyze thinking processes (metacognition). <ul style="list-style-type: none"> <li>• What thinking skills did you use to answer the questions? Where did you find the answers to the questions?</li> </ul>
3:51-4:11 (20 min)	9. Other: Make a Product: Puffin model Clean up together
4:11-4:15 (4 min)	10. End the lesson. <ul style="list-style-type: none"> <li>• Closure: What else would you like to know about the Arctic puffin? What would you like to do next week?</li> <li>• Link to future learning: Next week, I planned we will have the learning celebration. Explain what this is (games, food, fun)</li> </ul>
4:15	Dismiss students to parents/guardians.

## LESSON PLAN TEMPLATE

### Task Analysis:

#### Puffin Model:

Major skill: How to construct a puffin model

#### Sub skills:

- Take lunch bag and stuff it with newspaper
- Tape or staple the bag shut
- Add black wings to the sides
- Add feathers if desired
- Glue on white belly
- Glue on googly eyes of your choice
- Glue on beak underneath the eye area
- Decorate poem with markers
- You can cut out poem and glue it onto the back if desired.

### PRODUCT OF LEARNING

#### Whole drama:

- Students will create a puffin model.
- Students will make decisions about what kind of googly eyes they want, whether or not they would like to add feathers, how much newspaper they would like to stuff the puffin with, and whether or not they would like to decorate and glue the poem to the model.
- By letting the kids decide what eyes, how much newspaper, whether or not they want to add feathers, and whether not they want to incorporate a poem into the model, will enable the child to express their creativity freely. This also allows for each child to produce a product of learning that is unique.

#### "GO TO" ACTIVITIES

- Students can complete the "get to know your students" hand out, look at pictures/books, puzzles, or if they have a lot of time left camouflage a fox (if they didn't do it last class). This will keep the students who complete their activities early engaged with the lesson until the period comes to an end.

### REFERENCES

#### Books:

- Simon, Seymour. *Whales*. New York: HarperCollins, 2006. Print. Smithsonian.
- Pope Osborne, Mary, and Nelsie Pope Hoyle. *Polar Bears and the Arctic*. New York: Random House Children's, 2001. Print. Magic Tree House.
- Elphick, Johnathan, Jen Green, Barbara Taylor, and Richard Walker. *Encyclopedia of Animals*. New York: DK, 2006. Print.

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Comments (0): Do you mean Puffin Model?

LESSON PLAN TEMPLATE

Arlon, Penelope. *First Animal Encyclopedia*. New York: DK, 2004. Print  
 Banari, Anita. *Snow and Ice*. London: Carlton, 2009. Print. Planet Animal.  
 Murphy, Glenn. *A Kids Guide to Global Warming*. Sydney: Sheena Corp, 2008. Print.

Facts:

- <http://animals.howtuffworks.com/birds/penguin-vs-puffin2.htm>
- <http://penguins.nesq.org/2010/07/many-people-get-penguins-vs-puffins.html>
- <http://www.btl.ac.jp/elementary/projects/3-1/wzbgame/andreww/title.htm>
- <http://www.atvgoobs.com/Arctic-facts/fact-puffin.htm>
- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/emperor-penguin/>
- [http://www.coollantarctica.com/Antarctica%20Fact%20file/wildlife/Penguin\\_royalty\\_King\\_and\\_Empperor\\_penguins.htm](http://www.coollantarctica.com/Antarctica%20Fact%20file/wildlife/Penguin_royalty_King_and_Empperor_penguins.htm)

Picture:

[www.google.com](http://www.google.com)

Data Display Chart

Dimensions	Arctic Puffin	Emperor Penguin
Habitat:	Northern Hemisphere	Southern Hemisphere
Size:	About 1 foot, weigh 11 lbs	About 3.8 feet, 66 lbs
Color:		
Claws:		
Body-structure:		

Comment (8): Include a title for the display.

## LESSON PLAN TEMPLATE

### How to Make a Puffin Model

#### Step 1: Gather Materials

##### Each Person:

- 1 lunch bag
- 2 wings
- feathers
- beak
- googly eyes
- newspaper
- white belly (round oval)

Step 2: Take lunch bag stuff it with desired amount of newspaper.

Step 3: Tape or staple the bag shut

Step 4: Add black wings to the sides

Step 5: Add feathers if desired

Step 6: Glue on white belly

Step 7: Glue on googly eyes of your choice

Step 8: Glue on beak underneath the eye area

Step 9: Decorate poem with markers

Step 10: You can cut out poem and glue it onto the back if desired.

Step 11: Show off your product of learning to a friend, and discuss the poem, while staying in your seat please

Feedback:

What's Working

- You demonstrated an high ability to think critically, reflect on the teaching-learning process, and communicate effectively.
- You related your thinking to many standards of DQETS - EXCELLENT
- You related your thinking to personal experience in MITI and understanding of applying integrative model of teaching.
- You related to the ISEB-Conceptual framework.

What you know

- relate your thinking to readings.

## EXEMPLARY STUDENT (K10)

### Reflection 2

#### Part I: Introduction

Reflection usually takes place after one has interacted with his/her students, but reflection can also take place in the "prior planning" and "acting" phases of teaching. The purpose of reflection, according to ISEHO, is to find a balance between theory and practice. When one reflects on what didn't work in the classroom, they can then look to current research of alternative methods and strategies, and ask colleagues for help and guidance. Also one can reflect on what worked in the classroom and can use this information to reassess future planning and acting in the classroom. As one is reflecting on their classroom experiences, they must take into account their own behaviors and decisions, and then take responsibility for how these behaviors and choices impacted the classroom atmosphere. During this process, one of the most important things a teacher needs to come to terms with is his/her own stereotypes and biases. By doing this, a teacher will be able to compensate for their own stereotypes and biases and reach all the learners in his/her classroom. The RJPIS and FSJLEI are in agreement that teachers, without

Reflection is a process of thinking about one's actions and the effects of those actions. It is a process of self-examination and self-critique. It is a process of learning from experience. It is a process of growth and development. It is a process of becoming a better teacher.

a doubt, have to be motivated to reflect on their own practice because this will ensure that they are willing to make the commitment to meet the needs of all diverse learners in their classrooms.

The lesson plan I am choosing to reflect upon is Lesson 5-Intergrative model, "The Arctic Puffin vs. Emperor Penguin," which took place on November 4, 2010. I taught this lesson in both the cafeteria and the hallway area of Stadium Elementary School in Cranston, RI. The first learning objective aims for students to be able to know how to distinguish between an Arctic puffin and an Emperor penguin by utilizing a display chart. The chart included the habitat, size, bones, wings, and movement of both the penguin and puffin. During this lesson I asked several questions to see if the children were able to effectively locate and analyze the information in the data display chart. I first asked the children "what two birds were being compared?" and "what do you know notice about the size difference between the penguin and puffin?" I asked these questions as a way to see if the children could properly locate the information on the chart, and in fact the children used and located the information in the chart with ease. After this I asked the students to compare both the penguin and the puffin to see if they could find similarities and differences between them. I then asked the children to think a little deeper and hypothesize what would happen if a puffin had solid bones and was heavier? To summarize the lesson and see if the children could effectively utilize the chart I asked them how are the bones different? , and where does the Arctic puffin live? As the children were answering the questions I mentally noted what children were effectively utilizing the chart and what children were able to use critical thinking skills to hypothesize, compare and contrast. (I recorded this information into my recording form as the children created their puffins.)

Comment [2]: excellent description of reflection and link to CS. You could mention the PAR model and how reflection is a component.  
Deleted: L

The second learning objective during this lesson was that the students will be able to create a puffin model by following the step by step instructions that include gluing, cutting, assembling, and decorating. As the children were working I observed and noted how they respected each other, how well they were able to follow directions, and how well they were able to assemble the puffin. To see what I have observed amongst the students please go the end of the file, there is a recording form. Also at the end of the lesson the children and I did the puffin shuffle, a dance, not in the halfway as a way to review characteristics about the puffin and to have fun.

### Part II: Reflection on Student Learning:

According to NYSED, as a teacher I must promote and encourage my student's development of critical thinking and problem solving. During this lesson I asked several questions that related to the information in the data display chart. I first asked the children to observe and describe some of the information on the data display chart, by asking them what two birds were being described and what they noticed about the size difference. I then asked them to analyze the information in the data display chart and compare the puffin and penguin and to discuss the similarities and differences between them. I also made sure to ask them more thought provoking questions that made them use more complex critical thinking skills. One of the questions I asked the children was to hypothesize and think if puffins had solid bones and were heavier, how would this affect their flight? I noticed that during this part of the lesson the children took much longer to answer, but I made sure to let the children struggle a little and only provided information to further their understanding. The children seemed most engaged when it came to the hypothesizing portion of the lesson and I think it was because they got to use their more complex critical thinking skills and the information in the data display chart to answer the

question. Overall, the children were able to use the data display chart effectively and locate the information. The only major problem I ran into was the fact that the kindergarteners couldn't read, so I had to read the information for them, so that they could participate in the discussion.

Also during this lesson I incorporated RIFTS & effectively using a variety of modes of communication, such as verbal, visual, and kinesthetic. I included verbal communication during the lesson by asking questions, encouraging class discussion, and by having the children answer and ask any questions they had throughout the lesson. As the children were discussing I also made sure that the children were listening to each other's ideas by encouraging them not to call out and by also telling them that only one person should be sharing their ideas at one time. The children seemed truly engaged in the discussion and only ran into a few problems of answering out of turn. I then included visual communication within the lesson by presenting the children with a large data display chart on the poster board. I made sure that the chart was large enough for everyone to see so that they could easily locate and utilize the information in the chart. On the poster board I also included several pictures of both the Arctic puffin and the Emperor penguin so that the children would be able to see the different physical characteristics between the two. I had pictures on the poster board and I also presented the children with pictures that I had in my animal encyclopedia. These pictures also aided the children who hadn't mastered reading yet. I also included the building of a puffin model and poems to help keep the children engaged visually. Finally I incorporated kinesthetic communication into my lesson by having the children participate in the dance called the puffin shuffle. Once I mentioned the dance the children truly got excited and once we got into the hall they all whole heartedly participated in the dance. The dance included hopping, flying, waddling, and of course shuffling. The dance was very cute, but also informational because the children were able to act out and identify characteristics specific



to the Arctic puffin. Overall it was evident that the variety of communication strategies kept the children engaged because they were able to effectively discuss, explore, and hypothesize about the Arctic puffin and the Emperor penguin.

As a way to assess the students and reflect on my own teaching, I kept records of how the children were able to discuss the information in the data display chart, and also how they were able to create an Arctic puffin model. (RI.PF.5.9, 10) My records focused on how well the children were able to assemble the Arctic puffin and if they experienced any frustrations. (RI.PF.5.3) My records also included how well the children interacted with one another and if they were contributing to learning community in a positive manner. (RI.PF.5.6.) Another aspect I focused on while observing the children was if they could discuss, analyze, and interpret the information in the data display chart. I also took notes on whether or not the children were able to hypothesize about the Arctic puffin. (RI.PF.5.5). My records consisted of a scoring chart and side notes I can refer back to and use to influence future "planning" and "acting" in not just this class, but I can also use as a reference to other classes I may teach later in life.

### Part III: Reflection on Teaching.

During this lesson the only real difficulty I really ran into was the fact that the children at certain points had a difficult time taping, especially the younger children. One problem they ran into was tearing off the tape because they would pull too much of it out and then get it all tangled, which made it impossible to tear off. I then had to do a mini lesson on how to be gentle with the tape and how to only pull out a little at a time. I was surprised that I had to do this mini lesson because the children had used tape successfully before in previous lessons. I think maybe the reason that using tape proved to be difficult was because tape was the only thing they were allowed

to use to assemble the puffin. In previous lessons I had them use glue mostly to assemble their previous projects and tape was only used for small aspects of their previous products of learning. Also besides tearing the tape, the children would either use too much tape or not enough to assemble the puffin. I tried to fix this by going around and trying to assist them in taping, and I also noticed that some of the older children began to help the younger children too. In future lessons I will make sure to include how to tear tape and how much tape is necessary. However, while some of the children struggled with the taping of the puffin pieces, they were in fact able to effectively place the pieces in the right areas. Overall it was evident that the children enjoyed their product of learning because when it was finished the children began playing pretend with them.

When preparing for this lesson I stumbled upon puffin and penguin dances online. At first I was weary about including them in my lesson because I thought that the children would either be out of control or that they would think it was lame. When my lesson got done early I asked the children if they wanted to do some further reading on the Arctic puffin and Emperor penguin and only some of them seemed enthused by this suggestion. So I then asked them if they wanted to learn a puffin dance called the Arctic shuffle, and I was truly astounded by their response. Some of the children literally jumped up out of their seats. I then escorted these only excited children into the hallway and there they eagerly participated in the penguin shuffle. I honestly didn't expect this dance to be such a hit because it simply involved shuffling, hopping, waddling, and flying, which I thought would prove to be boring. However, the children seemed to love it. I have never seen them with bigger smiles on their faces, and it's because of this reaction by the children that I plan to incorporate dancing into my future lessons.

This lesson was my last lesson in the unit of *Amazing Arctic Animals*, and I can't help but feel it's coming to an end. I'm truly grateful for the *Make It and Take It* program because it was through this program I was able to overcome challenges, learn new strategies in teaching, and ultimately gain experience by working directly with the children. This program has also reassured me that all the hard work I put into planning for a lesson is absolutely necessary because by preparing myself thoroughly I was able to effectively present the information and accommodate the needs of all my students. Also through this program I was able to witness the AHAH moment, and I can't begin to describe how satisfying it is to see a child truly understand something. Finally, this program opened my eyes to how important it is to differentiate instruction so that I can reach all my students and also how important it is to keep learning fun and engaging. Overall, the *Make It and Take It* program requires much time and effort, but it was absolutely worth it in the end to see the children's smile and growth.

Rating Scale: 1 = Exemplary, 2 = Acceptable, 3 = Developing, 4 = Unacceptable, NR = Not Observed/Absent						
NAME OF STUDENT	Visual Process				5. Being able to hypothesize about how the system works.	INFER
	1. Looking along and around assembly	2. Respecting personal boundaries	3. Remaining focused on the activity	4. Being able to use data to display their work		
Thomas Roche-K	1	3	3	3/2	2	Very proud that he can tape and assemble
Quinn LaSalle-K	3	2	1	1/2	2	Has trouble staying on bottom
Calyssa Rubyn-J	2	3	3	2	2	Works well with others
Edwarado Tiu-L	2	3	3	1/2	2	Failed to show me the extra tape
Anthony Messer-J	2	1	2	3	2	Has trouble staying, yet is engaged when discussing chart.
Alfred Su-L	3	2	3	3	2	Very good helper.
Diana Yilliam-L	3	3	3	3	2	Answers questions respectfully

## ELED 300 PLANNING AND REFLECTING ARTIFACT

### REPORT OF SCORES AND RATING TO STUDENT

Name: **EXEMPLARY STUDENT (KH)**

EMPLID: **XXXXXX**

1 Unacceptable	2-3 Developing	3-4 Acceptable	5-6 Target (Exemplary)
Ineffective planning/reflecting. Immediate intervention is needed.	Some elements of planning/reflecting. Intervention is needed.	Effective planning and reflecting.	Accomplished planning/reflecting.
Not present.	Elements of the indicator are clearly present but are partially or ineffectively carried out.	Elements of the indicator are of good quality, but there is room for improvement.	High quality implementation of indicator.
The candidate does not include the indicator in his/her planning.	The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Planning Indicators	Original Rating	After-Re-submit
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. RIPTS 6, ACEI 3	5	
2. Lesson objectives are measurable and observable. RIPTS 2, ACEI 2	5	
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards. RIPTS 2, ACEI 2	NO	
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles. RIPTS 3, ACEI 1	5	
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. RIPTS 4	5	
6. The lesson design demonstrates an accurate understanding of content. RIPTS 2, ACEI 2	5	
7. The lesson is designed to engage students in meaningful instructional tasks related to content. RIPTS 2, ACEI 2	5	
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. RIPTS 5, ACEI 3	5	
9. Formative and/or summative assessments are aligned with objectives. RIPTS 9, ACEI 4	5	
10. The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed. RIPTS 9, ACEI 4	5	

Reflection Indicators	Original Rating	After Re-Submit
1. The teacher candidate describes how s/he made decisions for planning and implementation. RIPTS 10, ACEI 6	5	
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. RIPTS 10, ACEI 6	5	
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. RIPTS 9, ACEI 4	5	
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. RIPTS 6, ACEI 3	5	
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. RIPTS 9, ACEI 4	5	

NO = Not Observed

The overall rating for *ELED 300 Planning and Reflecting Artifact* is Exemplary.

**ORIGINAL SUBMISSION**

Date: 12/13/10

Signature, Original Submission

Dr. MacGregor Kniseley, Professor

**RE-SUBMISSION**

The overall rating for the re-submitted *ELED 300 Planning and Reflecting Artifact* is .

Date: 12/13/10

Signature, Re-Submission

Dr. MacGregor Kniseley, Professor

- Rating Scale = 0 = Unacceptable, 1-2 = Developing, 3-4 = Acceptable, 5 = Target (Exemplary); NO = Not Observed
- The overall rating is based on average of ratings of all indicators.
- It is expected that teacher candidates in ELED 300 are an earlier stage of development on the indicators than student teachers. Consequently, items rated as "developing" are adequate at this stage. Items rated as Target reflect a performance desired for teacher candidates at the end of the elementary education program.