



REACH
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SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0423991



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

Rev 4-16-10

To be completed by applicant:

Name: [Redacted] Student I.D #: 0423991 Date: 05/27/10
 Permanent Address: [Redacted] College Address: 600 Mt. Pleasant Ave.
 Street: [Redacted] Street: Convenience RI 02908
 City: [Redacted] State: [Redacted] ZIP: [Redacted]
 RIC E-Mail: [Redacted] Telephone #: [Redacted] RIC E-Mail: [Redacted] Telephone #: [Redacted]

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

Gender: Male Female Date of Birth: [Redacted]
 Degree: Undergrad 2nd Degree Estimated Date of Graduation: 2013
 Teacher Education Program: Elementary Education Major/Concentration: EL Ed./Sp. Ed.
 Special Education? Mild/Moderate Middle School Emphasis? _____
 Please Specify Area of Specialization Please Specify Content Area

To be completed by Admissions Committee:

PPST 179 04/10 179 04/10 178 04/10 or
 Reading/Date taken Mathematics/Date taken Writing/Date taken
 SAT _____ or
 Reading/Date taken Mathematics/Date taken Writing/Date taken
 ACT _____
 Reading/Date taken Mathematics/Date taken Writing/Date taken

Transcripts: RIC 07/12/10 Other _____ Other _____
 Name of College/University Date Name of College/University Date
 Admission to RIC: 04/09 # of Credits Completed: 32 GPA: 2.989 FNED 346: A-
 Date Grade Grade Grade
 # of Credits in Major Completed: _____ Major GPA: _____

Completion of RIC Writing Requirement: 12/09 Completion of RIC Math Requirement: 10/08
 Date Date

Reference Forms
 Faculty: 02/09 05/10 Supervisor: Jean Di Guiseppe 05/10
 Name (Please Print) Date Name (Please Print) Date

WRTG 100 Grade BT Technology Competency:

Program Specific Requirements: _____

DEPARTMENT RECOMMENDATION:
 Admit Denied
 Please describe conditions/reasons: _____

Signature of Admissions Committee Member: [Signature] Date: 5/27/10
 Signature of Department Chair: [Signature] Date: 7/21/10
 Signature of Associate Dean: [Signature] Date: 7-23-10

July 23, 2010

[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 Portfolio Guidelines are available from the Special Education Department in Horace Mann 046 and on the Department website (www.ric.edu/sped).

Any candidate admitted to FSEED **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) for specific test administration information.

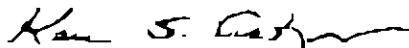
This is the first step on your continuing journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, 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. Corrine McKamey, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Because Dr. Corrine McKamey is a new faculty member in the Elementary Education Department please contact Dr. Patricia Cordeiro, Chair of Elementary Education, (pcordeiro@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 IUC 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,



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: 0423991

Address: [REDACTED]

Phone: [REDACTED]

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

Major: Special Education

Special Education: Mild/Moderate Disabilities (K-Middle)

Name of Special Education Advisor


07/23/2010

Date

Curtis McKinney
Name of Advisor

07/23/2010

Date


Signature of Associate Dean



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [Redacted] ID #: 0423991 Telephone #: [Redacted]
 Teacher Preparation Program: Elementary Edu Major Concentration: EJ Ed / Sp Ed
 Name of Evaluator: Ms. Joan DiGiuseppe Position of Evaluator: Teacher
 School Name: Robert E. Kennedy Elementary 196 Nelson Street Providence 02909
Street City Zip

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

Signature of Evaluator: Joan DiGiuseppe Date: 5/2/10

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. You may use the reverse of this page to add additional comments.



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 #: 0423991 Telephone #: [Redacted]

Teacher Preparation Program: Elementary Education Major Concentration: Ed. Ed. / Sp. Ed.

Name of Evaluator: Professor Ozcan Position of Evaluator: Professor

Professional Address of Evaluator: Rhode Island College

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 equally factual (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: 5/13/10

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.

Identifying Code: P100L

Name : [REDACTED]

Student ID: 0423991

SSN : [REDACTED]

Address : [REDACTED]

United States

Print Date 2010-07-10

Academic Program History

Program : Under Degree General College

2009-04-16 : Active in Program

2009-04-16 : El Ed Undecided-IM Major

Beginning of Undergraduate Record

Fall 2009

ANTH 162 Non-Western Worlds: 4.00 4.00 A-
14.680

Course Topic(s): Native America
Native America

HIST 161 Western History 4.00 4.00 B
12.000

MATH 143 Math For Elem Sch Teachers I 3.00 3.00 C+
6.990

WRTG 100 Writing and Rhetoric 4.00 4.00 B+
13.320

TERM GPA : 3.133 TERM TOTALS : 15.00 15.00
46.990

CUM GPA : 3.133 CUM TOTALS : 15.00 15.00
46.990

Spring 2010

BIOL 100 Fund Concepts Of Biology 4.00 4.00 B
12.000

ECON 200 Introduction to Economics 3.00 3.00 B
9.000

FNED 346 Schooling in a Democratic Soc 4.00 4.00 A-
14.680

INST 199 FSEHD Tech Competency Test 0.00 S
MATH 144 Math For Elem Sch Teachers II 2.00 3.00 C+
6.990

POL 201 Development of Amer Democracy 3.00 3.00 C
6.000

TERM GPA : 2.663 TERM TOTALS : 17.00 17.00
48.670

CUM GPA : 2.999 CUM TOTALS : 32.00 32.00
95.660

Fall 2010

CEP 315 Educational Psychology 4.00
COMM 241 Introd To Film And Video 3.00

ELED 100 Concepts of Teaching 3.00
ENGL 161 Western Literature 4.00

TERM GPA : 0.000 TERM TOTALS : 0.00 0.00
0.000

CUM GPA : 2.999 CUM TOTALS : 32.00 32.00
95.660

Undergraduate Career Totals

My Grades

[REDACTED]	
Email/Web Test	1
Copyright Test	1
Word Processing (Out of 1)	1
Spreadsheet (Out of 1)	1
Tech Comp Final	PASS



THE PRAXIS S E R I E S

Telephone: 800-772-8476 or 808-775-7335

R 3724

0423991

DESIGNATED INSTITUTION SCORE REPORT

EXAMINEE INFORMATION

Examinee's Name: [REDACTED]
 Candidate ID Number: 05157782 Social Security Number: [REDACTED] Sex: F Date of Birth: [REDACTED]

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE
 Undergraduate Major: ELEMENTARY EDUCATION
 Graduate Major: [REDACTED]
 Educational Level: FRESHMAN (FIRST YEAR)
 GPA: 3.0 - 3.49

SCORE REPORT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

[REDACTED]
 [REDACTED]
 [REDACTED]
 HARNICK RI 02884

CURRENT TEST DATE		04/23/2010		Possible Score Range
Test Code	Test Name	Examinee's Score		
5710	C-PPST: READING	179		150 - 190
5720	C-PPST: WRITING	178		150 - 190
5730	C-PPST: MATHEMATICS	179		150 - 190

HIGHEST SCORE REPORT

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
04/23/2010	5710	C-PPST: READING	179	150 - 190
04/23/2010	5720	C-PPST: WRITING	178	150 - 190
04/23/2010	5730	C-PPST: MATHEMATICS	179	150 - 190

MESSAGE CODES

!!! INFORMATION NOT PROVIDED OR INCORRECTLY GRADED !!!

R 3724



PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 05/07/2010

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.

3724 RHODE ISLAND COLLEGE								Based on Test Date
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	
04/23/2010	5710	C-PPST: READING	179					
04/23/2010	5720	C-PPST: WRITING	178					
04/23/2010	5730	C-PPST: MATHEMATICS	179					

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 2014-2015 TEST TAKER

Test Category	Raw Points Earned	Raw Points Available	Average Performance Range
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. CRITICAL AND INFERENTIAL COMPREHENSION	15	24	13 - 18
II. LITERAL COMPREHENSION	18	18	14 - 18
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	9	12	5 - 8
II. STRUCTURAL RELATIONSHIPS	11	15	5 - 13
III. WORD CHOICES AND MECHANICS	6	11	6 - 8
IV. ESSAY	9	12	6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	8	12	5 - 10
II. ALGEBRA	5	8	4 - 7
III. GEOMETRY AND MEASUREMENT	7	9	5 - 8
IV. DATA ANALYSIS AND PROBABILITY	8	10	6 - 9

Category-level information indicates the number of test questions answered correctly for relatively small subsets of test questions. Because they are based on small subsets of questions, category scores are less reliable than the official scaled scores, which are based on the full 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 considered a precise reflection of a candidate's level of knowledge in that category and CTS as a composite. This category information may be used to inform any additional selecting candidates without causing any distortion of test taker's level of precision.

The range of scores earned by the middle 50% of a group of examinees who took this form of test at the most recent general administration or other comparable time period (N/C means the data was not computed because fewer than 30 examinees took this form of the test) is displayed. If there were fewer than 30 examinees in the category or, for a construct-referenced mode, more than 8 scores to be awarded by the form, N/A indicates that this test section is not taken and, therefore, the information is not applicable.

Candidate 2 – FALL 2010 Admit follow up

Current Spring 2011 Transcript
Content Knowledge score

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

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

Print | View All

Print

Report Manager

Seq Nbr: 1
ID: 042**Rhode Island College Undergraduate Degree**Rhode Island College
Identifying Code: RICOLName :
Student ID:
SSN :

Print Date : 2011-03-26

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

Program : Ugrad Degree General College

2009-04-16 : Active in Program

2009-04-16 : EI Ed Undecided-IM Major

Program : Ugrad Deg Education & Humn Dev

2010-07-26 : Active in Program

2010-07-26 : ELFD, Special Education-BS Major

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

Fall 2009

ANTH 162 Non-Western Worlds: 4.00 4.00 A- 14.680

Course Topic(s): Native America

Native America

HIST 161 Western History 4.00 4.00 B 12.000

MATH 143 Math For Elem Sch Teachers I 3.00 3.00 C+ 6.990

WRTG 100 Writing and Rhetoric 4.00 4.00 B+ 13.320

TERM GPA : 3.133 TERM TOTALS : 15.00 15.00 46.990

CUM GPA : 3.133 CUM TOTALS : 15.00 15.00 46.990

Spring 2010

BIOL 109 Fund Concepts Of Biology 4.00 4.00 B 12.000

ECON 200 Introduction to Economics 3.00 3.00 B 9.000

FNEE 346 Schooling in a Democratic Soc 4.00 4.00 A- 14.680

INST 100 FSPHD Tech Competency Test 0.00 S

MATH 144 Math For Elem Sch Teachers I: 3.00 3.00 C+ 6.990

POL 201 Development of Amer Democracy 3.00 3.00 C 6.000

Notes : Grade Changed After Posting.

Notes : 7/14/10 - From I to C per M. Roman - els

TERM GPA : 2.863 TERM TOTALS : 17.00 17.00 48.670

CUM GPA : 2.989 CUM TOTALS : 32.00 32.00 95.660

Fall 2010

CEP 315 Educational Psychology 4.00 4.00 B- 10.680

COMM	241	Intro To Film And Video	3.00	3.00	C-	5.010
ELED	300	Concepts of Teaching	3.00	3.00	R-	8.010
ENGL	161	Western Literature	4.00	4.00	B-	10.680
TERM GPA :			2.456	TERM TOTALS :	14.00	14.00 34.380

CUM GPA :	2.827	CUM TOTALS :	46.00	46.00	130.040
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Spring 2011

ELED	422	Teaching Developmental Read 1	3.00			
ELED	435	Teaching Lang Arts Elem Sch	3.00			
PSCI	103	Physical Science	4.00	0.00	W	
WMST	200	Gender and Society	3.00			
TERM GPA :			0.000	TERM TOTALS :	4.00	0.00 0.000

CUM GPA :	2.827	CUM TOTALS :	50.00	46.00	130.040
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Undergraduate Career Totals

CUM GPA :	2.827	CUM TOTALS :	50.00	46.00	130.040
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----- **Non-Course Milestones** -----

2008-10-23 College Mathematics Requirement

Milestone Status: Completed

2008-10-23 SAT Test Taken - Completed

2009-12-22 College Writing Requirement

Milestone Status: Completed

2009-12-22 Course Taken - Completed

[Request Header](#) | [Request Detail](#) | [Report Results](#) | [Report Errors](#)

Test Results

Fall 2010 Admit

Tests Find | View | First 1-3 of 3 | Last

Test ID: ELEDC **Elementary Education Content** Checklist Item Update

Defaults for Components

Test Date: **Data Source:** **Acad Level:**

Test Components Customize | Find | View All | First 1-3 of 1 | Last

<u>Component</u>	<u>Score</u>	<u>%ile</u>	<u>Test Date</u>	<u>Data Source</u>	<u>Acad Level</u>	<u>Letter Score</u>	<u>Date Loaded</u>	<u>Index</u>	<u>Std Admin</u>
1 CONKN	173.00		01/20/2011	ETS	Sophomore		02/04/2011		<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 1-3 of 3 | Last

<u>Component</u>	<u>Score</u>	<u>%ile</u>	<u>Test Date</u>	<u>Data Source</u>	<u>Acad Level</u>	<u>Letter Score</u>	<u>Date Loaded</u>	<u>Index</u>	<u>Std Admin</u>
1 MATH	179.00		04/23/2010	ETS	Freshman		05/14/2010		<input checked="" type="checkbox"/>
2 READ	179.00		04/23/2010	ETS	Freshman		05/14/2010		<input checked="" type="checkbox"/>
3 WR	178.00		04/23/2010	ETS	Freshman		05/14/2010		<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 1-5 of 5 | Last

<u>Component</u>	<u>Score</u>	<u>%ile</u>	<u>Test Date</u>	<u>Data Source</u>	<u>Acad Level</u>	<u>Letter Score</u>	<u>Date Loaded</u>	<u>Index</u>	<u>Std Admin</u>
1 ES	7.00		10/01/2008	ETS	12th Grade		10/23/2008		<input checked="" type="checkbox"/>
2 ES	8.00		03/01/2008	ETS	11th Grade		10/23/2008		<input checked="" type="checkbox"/>
3 MATH	430.00	23	10/01/2008	ETS	12th Grade		10/23/2008		<input checked="" type="checkbox"/>
4 MATH	400.00		03/01/2008	ETS	11th Grade		10/23/2008		<input checked="" type="checkbox"/>
5 MC	48.00		10/01/2008	ETS	12th Grade		10/23/2008		<input checked="" type="checkbox"/>

Transfer To: Prospect Data

FALL 2010 Admit follow up

Fall 2010 Artifact

ELED 300: Concepts of Teaching

Planning and Reflecting Artifact – Acceptable rating

LESSON PLAN 3

DATE: October 21st 2010

NAME: ACCEPTABLE STUDENT

UNIT THEME: Power Hour!

GRADE SPAN OF STUDENTS:

MODEL OF TEACHING: Lesson 3; Presentation

RATIONALE: To learn about components of a lesson: establish set, advance organizer, and closure. The content of my lesson is to teach the concept of trust. I have set up a powerpoint with a visual representation of a trust tower. My activity is a trust maze, and the product of learning is clay models of sidekick and enemy (friend or foe).

DESIRED RESULTS - LEARNING OUTCOMES

Learning Outcome 1. Students will be able to understand what kind of qualities a person needs to have to be able to trust them.

Learning Outcome 2. Students will be able to know how hard it is to build trust, and how easy it is to tear it apart.

Learning Outcome 3. Students will be able to create their own sidekick and enemy based on their own superhero they have created, and what they have learned in our lesson about trust.

PLAN FOR FORMATIVE ASSESSMENT

What will you observe?	What is the evidence?	Relationship to Learning Outcome
An example of them writing	Examples: -Teacher checks -Anecdotal notes from observing students learning	1
Being guided through a trust maze with a partner	Examples: -Trust maze -Teacher checklist	1

Comment (1): Missing

Comment (2): The purpose of the teacher-centered presentation model of teaching is to enable students to develop habits of listening and thinking, acquire and assimilate new information, to expand on concepts and structures by linking smaller ideas to bigger ideas.

Comment (3): Add at the end of the learning outcome that it is to be used in naturally or observable behaviors.

Comment (4): You need to include observable behaviors for Learning Outcome 2 and 3. You included that in the next part, however.

LESSON PLAN TEMPLATE

RECORDING FORM: TEACHER CHECKLIST
 PLAN FOR RECORDING RESULTS OF FORMATIVE ASSESSMENT(S)

NAME OF STUDENT	What to Observe				NOTES
	1. Creating a good example of trust for trust tower.	2. Good leadership skills throughout maze	3. Creating a good enemy and sidekick	4. Building a sidekick and enemy out of clay	
Michael V					
Michael Y					
Chuckv					
Eric					
Dwight					
SAMUEL					
JIMMIE					
Brandon					

OPPORTUNITIES TO LEARN

Safety Considerations

-I will make sure that during the maze, anyone who does not want to be blindfolded, does not have to. I will also make sure that the guider does not purposely harm their trustee

Accommodations For Diverse Learners

-This lesson accommodates for diverse learners for that they got to create their own sidekick and their own enemy. They also get to make their own example of trust.

Cooperative Learning

-During the maze the students will be in pairs; one wearing a blindfold being the "Trustee" and the other being the leader/guider. I will also have a student, who I have not already called, and who has been behaving to help me distribute materials to the other students.

Instructional Materials and Resources

1. Model of Product: Clay Models

2. Materials for each student: Clay

3. Materials shared by all students: No materials are shared in this product of learning.

-My materials will be packaged in baggies for efficient distribution.

-Powerpoint presentation, along with a blank index card and a pencil, and a box (unclear yet about box or how I want to make my trust tower)

Space: For the presentation, the students will be in the cafeteria. For the maze, in the hallway or library (depending on if I have materials for maze, and how the library is set up). And for product of learning back to the cafeteria

Comment (5): And there is group study to insure psychological safety and a safe, fun learning environment.

Comment (6): You need to consider other strategies that address different development/learning needs.

LESSON PLAN TEMPLATE

TIME - INSTRUCTIONAL SEQUENCE LESSON 3: PRESENTATION

TIME (# of min)	INSTRUCTIONAL SEQUENCE Teacher/Student Actions
3:15-3:17 (2 min)	<p>1. Begin the lesson.</p> <ul style="list-style-type: none"> Community building Link to prior learning: What was something that we learned last class? What is an example of responsibility? What about <i>honesty</i>? Provide goals and establish set: Today we'll be learning about the pillar of Trust. How we determine who to trust, and we'll be doing a trust activity, as well as our project, of making people of who we trust: our sidekicks, and people we do not: our enemies.
3:17-3:25 (7 min)	<p>2. Present advance organizer.</p> <ul style="list-style-type: none"> I have made a powerpoint presentation to explain trust, non trust, who we trust, and an example visual of a trust tower.
3:25-3:30 (5 min)	<p>3. Present learning materials.</p> <ul style="list-style-type: none"> Here is a notecard. Please draw, or write, an example of trust that you would show your parents. Then tape it onto the box(?) and hand it to me. As you can see, this is a tower. Hard to keep steady and together; just like trust is. But if I pull just 1 block out of the tower, things can get a little topsy and unstable. If you were to test your trust with your parents, they might not be able to trust you as much as they normally would. If I were to pull another block out, it will become even more unstable, or even could fall all apart. Parents might not be able to trust you at all, if you decide to make more untrustworthy moves.
3:30-3:33 (3 min)	<p>4. Monitor and check for understanding.</p> <ul style="list-style-type: none"> Maze activity: Remember how the tower fell down? Well if you were to start leading your partner into objects, they will start knowing not to trust you.
3:43-3:45 (2 min)	<p>5. Extend student thinking.</p> <p>After activity: Did anyone feel unsafe during their maze because their partner was being nontrustworthy? How does it feel not to be trusted?</p>
3:45-4:10 (25 min)	<p>6. Other: Make clay models of sidekick and enemy.</p>
4:10-4:15 (5 min)	<p>7. End the lesson.</p> <ul style="list-style-type: none"> Closure: How was trust demonstrated today? How do you trust your sidekick? And your enemy? Link to future learning: Next week we will be finishing up the last of our pillars with caring and respect.
4:15	Dismiss students to parents/guardians

Comment (7): More detail needed.

Comment (8): Excellent

Comment (9): I like the idea of using a powerpoint to guide your students - make it visual. However, be careful not to read from your powerpoint slides. Incorporate some relevant visual images to engage your learners.

Comment (10): Good example. For this lesson you need to present factual knowledge (smaller ideas) linked to relevant knowledge (bigger ideas) that is organized - linking smaller ideas to bigger ideas. You are instructed to use a conceptual map to organize ideas and help students build a conceptual structure. This is not apparent in your planning. Also, you are instructed to use effective questioning to check for understanding as a way to assess knowledge.

LESSON PLAN TEMPLATE

TIME (// of min)	INSTRUCTIONAL SEQUENCE Teacher /Student Actions
3:15-3:25 (10 min)	Relate to prior learning. Ask what was something we learned from last class. Review class pledge. Go over schedule. Start presentation
3:25-3:35 (10 min)	Continue presentation and do trust tower.
3:35-3:45 (10 min)	Go to library or hallway and do our trust maze
3:45-3:55 (10 min)	Trust maze Cont. Head back to cafeteria.
3:55-4:05 (10 min)	Product of learning.
4:05-4:10 (10 min)	Product of learning.
4:10-4:15 (5 min)	Clean up
4:15	Dismiss students to parents/guardians

PRODUCT OF LEARNING

Students will get to make a clay model of both their sidekick (to the superhero they have previously created) and an enemy. They get to create whoever they want to be creative.

"GO TO" ACTIVITIES

-My go to activities are a word search, a crossword and they can read comic books if they have finished early.

REFERENCES

Josephson Institute (1998). *Exercising Character, Trustworthiness*. Retrieved from http://charactercounts.org/pdf/Exercising-Character/Exer-Char_04-06-trustworthiness.pdf

(Faint, illegible text)

Comment [11]: Include handouts in this file. Include files of comic books in Reference.

ADD HANDOUTS YOU WILL DISTRIBUTE TO STUDENTS AT THE END OF THIS FILE.

What's Working

- You demonstrated an ability to think critically, reflect on the teaching-learning process
- You related your thinking to several standards of PPTS.
- You related your thinking to personal experience in MLT and understanding of applying presentation model of teaching.
- You referred to the CSMD (Conceptual Framework)
- Overall, you wrote a clear, well-organized paper with a clear introduction and conclusion.

What Can Improve

- Expand your understanding of the concept of reflection
- Relate your thinking to readings.
- Include evidence of assessing all of your students. Attach at the end of the file a completed recording form and/or anecdotal notes related to the selected lesson
- You exceeded the maximum length of paper
- Include evidence of recording results of formative assessment

ACCEPTABLE STUDENT

November 9, 2010

Eled 100

Reflection 2

When I first started the Make It and Take It program at Stadium School, I was nervous yet confident that I could actually teach eight, third through fifth grade boys. But now that I have taught all 5 lessons, I am able to look back on the whole experience and reflect my teaching as part of the Planning, Action, and Reflection theme of the FSHED Conceptual Framework. My experiences at Stadium School will allow me to reflect the moral and ethical questions that have arose. I will reflect on what went well with my class, as well as what did not. I will also reflect on how my own beliefs and behaviors affect my lesson and will describe other options I have.

The lesson I taught on October 21st was the presentation model on trust. My learning objectives were: 1. Students will be able to understand what kind of qualities a person needs to have to be able to trust them by watching a Power Point presentation. 2.

Comment (1): You linked to the CSMD PAR, but you need to explain what concept is reflected - that includes the idea of linking theory with practice.

Students will be able to know how hard it is to build trust and how easy it is to tear it apart by making a trust tower and by participating in a trust maze, and 3) Students will be able to create their own sidekick and enemy based on their own superheroes they have created, and what they have learned in our lesson about trust by following instructions. I observed many behaviors during this lesson. The first thing I saw was how my students could name a few things of trust before I started the Power Point. Also, they could tell me who they can and cannot trust. The next thing I observed was how they interacted and experienced the trust maze, and listened to their feedback on how it felt to be the leader of the maze, and how it felt to be the trustee. Lastly, I saw that my students were having fun. They were very excited to do the maze, make the tower, and create their own sidekicks and enemies. I collected this information using a checklist of their learning outcomes.

Throughout my lesson my students did a number of things to help them understand the concept of trust. But before I showed them anything, I wanted to see what their meaning of trust was. They all told me what trust means to them, told me who they did and did not trust as well as drew a picture of what trust meant to them. This demonstrated the RI.1.2 second standard of Content Knowledge that teachers have a deep content knowledge and relate to students' vocabulary in which the students vividly demonstrated. My project display board had some meanings of trust, which helped with their own definitions, as well as my Power Point presentation they watched. Then we went to the library and played a game. (Students got in pairs where one was blindfolded, and the other led them around the library without touching them.) Their explanations of how it felt to be the leader and trustee also showed me that they

Comment (2): How did you assess student? What did you observe? What are the evidence that you used to make judgments about their achievement and behaviors?

understood the concept of trust. These three ways, along with the trust tower, demonstrated the RIPTN fourth standard of Diversity. They had a number of ways to figure out what trust meant in them, and who they can and cannot trust. Diversity lets students learn differently with many options for them to learn their best. These things also demonstrate the third RIPTN standard of How Children Learn because they could learn by my visual board or Power Point, as well as the activity of the trust tower and the maze.

After the maze, we sat in the cafeteria and explained how it felt to be the leader and trustee. The answers I first received were short and not a lot of detail, but after I prompted a few questions and feelings the answers were much longer and more elaborate on how they felt. This interaction is RIPTN eight standard of Communication. I made effective communication to help vehicle the students explore, conjecture, discuss and investigate new ideas. Another example of the Communication standard would be while we were making the product of learning. If they had not listened to my instructions, they might have not related their sidekick and enemy to their superhero they made in the previous lesson. Overall, I felt as though my students enjoyed this lesson, because I could see them having a great time, laughing and making memories.

For the fact that I had been located in the cafeteria with all my other classmates and their own students. For my Power Point I would have included more sound effects to make it more engaging. Also, as a lesson to myself, when doing a blindfolded maze, do it one group at a time. They got too silly and interrupted another class that was in the library as well. Yet for the positives of my lesson, the trust tower went better than expected. The visual display was helpful to explain points across to my students. The

maze also worked well, other than the one group at a time scenario. The amount of clay I provided ended up a great amount; no one asked for more, and there wasn't too much left over (not that I wouldn't be thrilled to have clay to play with). My lesson was completely a positive experience and I would definitely do this lesson again.

I really enjoyed my experience with MTTI, and am upset that it is coming to a close. I found many good things that happened during this lesson and things that I could work on. But I know that becoming a great teacher takes some time and practice, but I could feel myself getting better each and every week, and am looking forward to the point where I can call myself a great teacher. I'm looking forward to the learning celebration and will be upset once it is over.

ELED 300 PLANNING AND REFLECTING ARTIFACT

REPORT OF SCORES AND RATING TO STUDENT

Name: **ACCEPTABLE STUDENT**

EMPLID: XXXXXX

0 Unacceptable	1-2 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	3	
2. Lesson objectives are measurable and observable. RIPTS 2, ACEI 2	3	
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	4	
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 7, ACEI 2	4	
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	3	
10. The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed. RIPTS 9, ACEI 4	3	

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	4	
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. RIPTS 10, ACEI 6	4	
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. RIPTS 9, ACEI 4	4	
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	4	
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	4	

NO = Not Observed

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

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

Reflection Indicators	Original Rating	After Re-Submit
Signature, Re-Submission		
Dr. MacGregor Kniseley, Professor		

Signature, Re-Submission

Dr. MacGregor Kniseley, Professor

- Rating Scale = 0 = Unacceptable, 1-2 = Developing, 3-4 = Acceptable, 5-6 = Target (Exemplary); NO = Not observed
- The overall rating is based of 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.