

**Georgia Regents University
College of Education
Department of Teacher Education**

SPED 3005: EFFECTIVE LEARNING ENVIRONMENTS

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Office Hours: Mon & Wed 2pm-4pm
Tues & Thurs 4pm-6pm

Class Time: Monday, Wednesday 4:00pm-8:00pm

COURSE DESCRIPTION: This course examines up-to-date reviews of research on teacher expectations, classroom organization, student motivation, and classroom instruction. An emphasis is placed on student observation, and reflection of student education classrooms. 30 hours of field experience is required.

Textbook: Articles as assigned

LiveText: All students admitted to degree programs in the College of Education are required to purchase LiveText software through the GRU bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into LiveText. LiveText works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

The student will:

1. know, comprehend, and apply research based methods of observing and describing classroom life.(CC7K1, PSC1,7,3,4)
2. know, understand, and evaluate research based principles of effective learning environments, to include learning theory perspectives.(CC2K3, CC2K4, CC5K3, CC5K9, CC5K1, CC5K2, CC5K3, PSC 1,3,4)
3. apply and synthesize personal reflective skills pertaining to classroom practice.(CC9S6,CC9K1,CC5S7,CC5K4, PSC 1)

College of Education Conceptual Framework

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning

process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Georgia Regents University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners. This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Program-Specific Standards Addressed in This Course:

CEC knowledge and skill base for all beginning special education teachers of students in individualized general curriculums (ICC5K1,ICC5K2, ICC5K3,ICC5K4,ICC5K5, ICC5K6,ICC5K7, ICC5K8, ICC5K9, ICC5S4, ICC5S5, ICC5S6, ICC5S9, ICC5S12, ICC5S13, ICC5S14, GC 5K1, GC5K2, GC5K3, GC5S3, GC5S6, ICC9S1, ICC9S6, GC1K7, GC1K9)

Method of Instruction:

The method of instruction includes lecture, power point presentations, videos, student planning lesson plans, tests, student presentations, written papers, class participation, text vignettes, and guest speakers.

Course Schedule (Please be advised the instructor has the right to change the course schedule at any time in order to meet the needs of the students)

05/19/14: Course Overview

Review Syllabus
Review Conceptual Framework (PAR)
Review edTPA Task 2 & Task 3 concerns
Assign Planning Part #1

05/21/14: Instructional Planning - Lesson Plans

Readings (see D2L):
Creating Lesson Plans
Gimme Five
Inclusion Lesson Plan Book
Repetitions and Contrasts
No-Sweat Lesson Prep
Pre-Assessment
Teacher Decisions about Planning and Assessment
Unit Lesson Planning
Essential Questions
Goals/Objectives
Academic Language
Assessment
Assign Planning Part #2

05/26/14: No Class – Memorial Day

05/28/14: Instructional Planning

Due: Planning Part #1

Readings (see D2L):
Effective Web 2.0 Tools for your Classroom
Creating Rubrics
High Quality Supports
Access for All
Differentiated Instruction
Broadening the View of Differentiated Instruction
Unit Lesson Planning cont'd
Rubrics
Materials/Strategies
Accommodations/Modifications
Differentiation

06/02/14: Dr. Hogan w/Study Abroad

Norms & Expectations: Case Study Unit (Due 06/08/14 @ 10:00 pm)
(see D2L – Content Browser – Online Assignments)

06/04/14: Dr. Hogan w/Study Abroad

Encouraging Appropriate Behavior: Case Study Unit (Due 06/08/14 @ 10:00 pm)
(see D2L – Content Browser – Online Assignments)

06/09/14: Communication

Due: Planning Part #2

Readings (see D2L):

Learning Outside of the Classroom

Home School Connection

Parent, Family, Community Involvement

Parent Communication

Supervising Paraprofessionals

06/11/14: Classroom Management & Arrangement

Readings (see D2L):

Classroom Management: Corrective Strategies

Classroom Management: Preventive Strategies

Classroom Management: Supportive Strategies

Creating a Welcoming Environment

Classroom Arrangement Class Assignment

Assign Planning Part #3

06/16/14: Culturally Responsive Teaching

Readings (see D2L):

Becoming culturally responsive educators: Rethinking teacher education pedagogy

Cultural Identity and Teaching

Culturally Responsive Classroom Management Strategies

Creating Culturally Responsive Classrooms

Diversity Toolkit

06/18/14: Being a Teacher

Due: Planning Part #3

Readings (see D2L):

Special Educator's Survival Guide

Reality 101: CEC's Blog for new teachers

Beginning Teacher Support: Case Study Unit – In Class Assignment

Guest Speakers

Heather Arnold

Barbara Weddon

Others TBD

06/23/14: Final

Online exam will cover all readings and assignments. Exam available Thursday June 19 @ 8:00am through Monday June 23 @ noon

Grading Policy:

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

Grade Scale

160-144 = **A**

143-128 = **B**

127-112 = **C**

111-96 = **D**

95 and below = **F**

Assignment Details:

Assignment	Due Date	Points Possible
Attendance & Participation	Varies	10
Planning Task Part #1	05/28/14	25
Planning Task Part #2	06/09/14	25
Planning Task Part #3	06/18/14	25
Norms & Expectations Case Study	06/08/14	25
Encouraging Appropriate Behavior Case Study	06/08/14	25
Final Exam	06/23/14	25
	Total	160

Attendance & Participation:

Students are expected to come to class prepared to discuss the appropriate readings.

Planning Task #1:

Students are required to complete a mock edTPA assignment. This assignment is broken down into 3 portions. See Appendix B for the rubric. The first task is as follows

In your lab placement identify a student and answer the following questions

1. Describe the student's primary disability(ies).
2. Using the PLAAFP, identify the areas of strength and areas in which the student struggles. Also describe how their disability affects your instruction and their learning.

3. Identify two Essential Questions (EQs) for this student based on their needs from the PLAAFP.
4. Align an IEP goal related to each of the EQ'S you identified above.
5. Identify any Georgia Performance Standards that aligns with each EQ.
6. Given the accommodations list on the IEP, identify any accommodations/modification that are necessary to teach the EQ.
7. Does the student have a behavior intervention plan (BIP)? If so, describe the plan as it relates to your instruction and the students' learning of the EQ. If there is no BIP, describe the behavior management system that you will use to support this student during instruction.

Credit for edTPA Tasks Planning Commentary goes to SCALE, Georgia Regents University, and Columbus State University.

Planning Task #2:

Students are required to complete a mock edTPA assignment. This assignment is broken down into 3 portions. See Appendix C for the rubric. The second task is as follows

Locate the standard used in Part 1. Your job is to create a lesson plan unit covering that particular standard. Your unit should be 3-5 lessons. Use the lesson plan template given in class.

Using the student identified in Part 1 and your lesson plans answer the following questions

1. Describe the connection between the identified EQ (see part 1) and the corresponding IEP goal?
2. Discuss how your EQ's and materials support:
 - a. Mastering IEP goal & GPS
 - b. Utilization of prior knowledge
 - c. Promote generalization, maintenance, and/or independence

For the next 4 questions, consider the following when answering.

Based on what you learned from the PLAAFP what did you anticipate to be a strength and a struggle for the student to learn the EQ. What baseline data could you have obtained that would have helped you plan for instruction.

3. Consider what prerequisite skills and prior knowledge the learner has, to meet the EQ.
4. Discuss the ways in which the learner obtains and maintains engagement with both you and other learners.
5. Discuss the effective ways in which the people in the student's life can provide a positive impact on his/her learning.
6. Identify any relevant information that may impact the EQ's you chose.
7. Describe how you considered the student's preferences when planning the instruction for the EQ.

8. Connect your response to #7 to research/theory.
9. Discuss how you will help the student generalize or maintain the knowledge learned.

Credit for edTPA Tasks Planning Commentary goes to SCALE, Georgia Regents University, and Columbus State University.

Planning Task #3:

Students are required to complete a mock edTPA assignment. This assignment is broken down into 3 portions. See Appendix D for the rubric. The third task is as follows

Answer the following questions based on Parts 1 & 2

1. Identify and describe 1 communication skill your target student needs to access instruction or demonstrate to you they understand the EQ.
2. Identify the academic language related to the EQ that was used with this student.
3. Describe how the communication skill is functional for the student to demonstrate knowledge.
4. Given the student's communication skills, describe how you taught and the student reflected on the academic language of the lesson.
5. Describe how the student uses expressive or receptive communication to demonstrate knowledge. Consider oral, written, or other forms of communication.
6. Describe how your instruction helps improve this student's communication.
7. Reflecting on responses 1-6 of Part #3 how are you promoting acquisition, generalization, maintenance, and application to improve the student's expressive and/or receptive communication skills.
8. For each of the EQ's you chose, identify the data assessment and tools you will need to show student progress.
9. How do you ensure you are instructing at the student's instructional level and not at their frustration level. How will you use your assessment and data to ensure that you are instructing at their instructional level.
10. Describe the self-monitoring strategies the student will use for these EQ's.

Credit for edTPA Tasks Planning Commentary goes to SCALE, Georgia Regents University, and Columbus State University.

Norms & Expectations Case Study:

Students will be required to complete IRIS case study questions. Case Study assignment can be found on D2L. Assignment must adhere to 6th edition APA.

Encouraging Appropriate Behavior Case Study:

Students will be required to complete IRIS case study questions. Case Study assignment can be found on D2L. Assignment must adhere to 6th edition APA.

Final Exam:

Students will complete an online final exam. The exam will be available through D2L from Thursday June 19 @ 8:00am through Monday June 23 @ noon.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 Georgia Regents University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

Writing Center

You may contact the GRU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the GRU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Appendix A
Georgia Regents University Lesson Plan Template

Learning - Focus	Strategies
<p>Essential Question(s) 1-3 BIG ideas! How can these questions be used to guide your instruction?</p>	
<p>Central Focus/Lesson Objective(s) Objectives are measurable and aligned with the standard.</p>	
<p>Academic Language What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols?</p>	<p>Language Functions (Identify the purpose for which the language is being used, with attention to goal and audience- the one verb from the standard; ex. demonstrate.)</p> <p>Language Vocabulary (Identify key, content specific words for this lesson: examples of vocabulary words- drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students' comprehension.)</p> <p>Academic Language Demand (Identify one of the following: reading, writing, listening/speaking, or demonstrating/performing. The demand will require more or less scaffolding –support- depending on the needs of the students <u>throughout the lesson.</u>)</p>
<p>Materials What resources can be used to engage students?</p>	
<p>Management Plan What management strategies have you included for the lesson, including transitions and anticipated problems?</p>	<p>Introduction:</p> <p>Body of the Lesson:</p> <p>Conclusion:</p>

**Introduction to Lesson/
Activating Thinking**

What is the 'hook' for the lesson to tap into prior knowledge and develop students' interests? This should tie directly into the lesson's objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words?

*****Use knowledge of students' academic, social, and cultural characteristics.**

**Body of Lesson/
Teaching Strategies**

What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?

Specifically address how you will differentiate your instruction to meet the needs of all students.

What opportunities will you provide for students to practice content language/ vocabulary? What language supports will you offer?

<p>Modification(s) and/or Accommodations Consider students with IEPs and/or 504s in addition to those students below and/or above grade level.</p> <p>Specifically identify what modifications and/or accommodations will be made for students throughout the lesson.</p>	
<p>Assessment/Evaluation Every standard listed above must be assessed and included. Questions to consider while planning: How will students exhibit an understanding of the lesson's objectives? How will you provide feedback? What evidence will you collect to demonstrate students' understanding/mastery of the lesson's objective(s) including their usage of vocabulary.</p>	<p>Remember to identify both formative & summative assessments <u>throughout the lesson.</u></p>
<p>Reflection/Analyzing Teaching Effectiveness</p> <p>Reflection includes characteristics of the lesson and specific examples on how it</p>	

<p>can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</p>	
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****Credit for this template belongs to Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.*

Appendix B
Planning Task #1 Rubric

Component	Level 1	Level 2	Level 3	Level 4	Level 5
<p>IEP Knowledge (#1, #2)</p> <p>(Student provides evidence that they understand how to go through an IEP and identify important aspects of the IEP that can be used to develop lesson plans)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Creating EQ’s (#3, #4)</p> <p>(Student provides evidence that they understand how to use an IEP to develop an appropriate EQ)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Aligning IEP goals to EQ’s and GPS (#5)</p> <p>(Student provides evidence that they understand the relationship between EQ’s, GPS, and IEP goals in relation to creating lesson plans)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Accommodations (#6)</p>	<p>Work is of poor</p>	<p>Work is of low quality</p>	<p>Work is of acceptable</p>	<p>Work is of high quality</p>	<p>Work is of highest</p>

(Student provides evidence that they understand to develop accommodations to meet the needs of a student acquiring the EQ)	quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Little evidence of effort Little attention to detail evident, many errors	quality Evidence of some effort Attention to detail despite several errors	Evidence of good effort Attention to detail evident, with only a few small errors	caliber Evidence of great effort Attention to detail, with no errors
Behavior Management (#7) (Student provides evidence that they understand the relationship between behavior and instruction)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Total	Up to 10	Up to 20	Up to 30	Up to 40	Up to 50

Credit for edTPA Tasks Planning Rubric goes to SCALE, Georgia Regents University, and Columbus State University.

Appendix C Planning Task #2 Rubric

Component	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Alignment of Knowledge & Skills (#1)</p> <p>(Student provides evidence that they understand the connection between IEP goals and EQs)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Meeting Essential Question(s) (#2)</p> <p>(Student provides evidence that they understand how their materials and EQs meet the knowledge and skills addressed in the IEP & GPS)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Knowledge of Learner in meeting the EQ (#3)</p> <p>(Student provides evidence that they understand the relevant information needed to meet the knowledge & skills)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Social & Emotional</p>	<p>Work is of poor</p>	<p>Work is of low quality</p>	<p>Work is of acceptable</p>	<p>Work is of high quality</p>	<p>Work is of highest</p>

<p>Development (#4)</p> <p>(Student provides evidence that they understand how engagement is achieved and generalized)</p>	<p>quality</p> <p>No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project</p>	<p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Student’s Support Group(s) (#5)</p> <p>(Student provides evidence that they understand how those involved in the student’s life impacts their education)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Identifying relevant information in choosing EQ’s(#6)</p> <p>(Student provides evidence that they understand what information is relevant in choosing EQ’s)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Student Preferences (#7)</p> <p>(Student provides evidence that they understand the importance of student preferences in creating lessons for</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident,</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>

students)	Errors and incomplete responses throughout project	many errors		errors	
Research/Theory (#8) (Student provides evidence that they understand the connection between research/theory and lesson planning)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Generalization & Maintenance (#9) (Student provides evidence that they understand how to assist student in generalizing and maintaining knowledge)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Total	Up to 10	Up to 20	Up to 30	Up to 40	Up to 50

Credit for edTPA Tasks Planning Rubric goes to SCALE, Georgia Regents University, and Columbus State University.

Appendix D Planning Task #3 Rubric

Component	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identification of Communication Skill (#1)</p> <p>(Student provides evidence that they understand the function of communication skills)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Use of Communication Skills (#2)</p> <p>(Student provides evidence that they understand the use of communication skills)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Communication Demands (#3)</p> <p>(Student provides evidence that they understand the vocabulary and other communication demands of their student)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p> <p>Errors and incomplete responses throughout project</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little attention to detail evident, many errors</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to detail despite several errors</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident, with only a few small errors</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to detail, with no errors</p>
<p>Communication Skills (#4, #5)</p> <p>(Student provides evidence that they understand how communication skills are related)</p>	<p>Work is of poor quality</p> <p>No evidence of effort or appears to be “thrown together”</p>	<p>Work is of low quality</p> <p>Little evidence of effort</p> <p>Little</p>	<p>Work is of acceptable quality</p> <p>Evidence of some effort</p> <p>Attention to</p>	<p>Work is of high quality</p> <p>Evidence of good effort</p> <p>Attention to detail evident,</p>	<p>Work is of highest caliber</p> <p>Evidence of great effort</p> <p>Attention to</p>

to communication demands)	Errors and incomplete responses throughout project	attention to detail evident, many errors	detail despite several errors	with only a few small errors	detail, with no errors
Instructional Supports (#6, #7) (Student provides evidence that they understand the use of instructional supports in relation to communication demands)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Evidence of Assessment (#8, #9) (Student provides evidence that they understand how to monitor student learning using proper assessments)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Student Self-Monitoring (#10) (Student provides evidence that they understand how to involve students to self-assess)	Work is of poor quality No evidence of effort or appears to be “thrown together” Errors and incomplete responses throughout project	Work is of low quality Little evidence of effort Little attention to detail evident, many errors	Work is of acceptable quality Evidence of some effort Attention to detail despite several errors	Work is of high quality Evidence of good effort Attention to detail evident, with only a few small errors	Work is of highest caliber Evidence of great effort Attention to detail, with no errors
Total	Up to 10	Up to 20	Up to 30	Up to 40	Up to 50

Credit for edTPA Tasks Planning Rubric goes to SCALE, Georgia Regents University, and Columbus State University.