**SYLLABUS OF COURSE**

**Course No:** MUE 543  
**Title of Course:** Student Teaching: Urban Special Education Program

**Credit Hours:** 2 credits  
**Scheduled Class Time:** Face to Face: Friday, February 4\(^{th}\), 2011. All other class sessions are by appointment

**Hours:** 4:30-7:30 pm

**Instructor:** Dianne Evans Kelley  
**Semester:** Spring  
**Year:** 2011

**Syllabus Outline**

a. Course title
b. Course description (should match the University Catalog)
c. Measurable course objectives
d. Methods of assessment linked to each course objective
e. Criteria for assessment that describe how the performances will be judged and ultimately graded. *Assessment criteria must be clearly specified in a list, paragraph or scoring rubric format. A suggested grading scheme, which includes weighting of assignments, assessments or other measured performances, must be included here as well.*
f. Outline of the sequence of topics and content covered in the course.
g. Required materials and other relevant supportive references cited in APA, MLA, or other style appropriate to the discipline.
h. Textbook(s) used
i. Writing and speaking across the curriculum
j. Policy on class attendance
k. Policy on cheating and plagiarism (reference the Institutional Policy on Academic Integrity)
l. Policy on late assignments
m. Policy on missed exams and assignments
n. Office hours
o. Last date for withdrawal (2/3 of semester for courses with unusual start dates or which don’t last 15 weeks)
p. Policy statement for Rehabilitation Act 504

Revised Fall 2002 to reflect requirements of the Undergraduate and Graduate Curriculum Committees and the assessment requirements of NCA.
Cardinal Stritch University  
Department of Special Education  
MUE 543: Student Teaching: Urban Special Education Program  
(2 credits)

Meeting times:  
Wednesday 4:30 – 7:30 pm  
Face to Face: Friday, February 4th, or by appointment  

Location: TBD  

Instructor: Dianne Evans Kelley  
Office: CC 107  

Phone: (414) 410-4364  
E-mail: dekelley@stritch.edu  

Office hours: Monday & Tuesday 3:30- 4:30 pm (CC); Thursday 10:00-11:00 (Main Campus)  
or by appointment

Course Description

In this field-based course teacher candidates demonstrate their ability to meet the needs of individuals with special needs.

Program Outcomes and Measurable Course Objectives

By the end of this course, students will be able to do the following:

Standard #1: Subject Area Knowledge
CC1S1 Articulate personal philosophy of special education  
Assessment: Portfolio  
Criteria for Assessment: See rubric

Standard #2: Child Development
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum  
Assessment: Teaching observations  
Criteria for Assessment: See performance inventory

Standard #3: Differentiation
GC4S6 Modify pace of instruction and provide organizational cues.  
Assessment: Teaching observations  
Criteria for Assessment: See performance inventory

Standard #4: Instructional Strategies
GC4S10 Identify and teach basic structures and relationships within and across curricula.  
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.  
GC4S12 Use appropriate adaptations and technology for all individuals with disabilities.  
GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.  
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.  
CC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs  
GC7S4 Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.  
Assessment: Teaching observations  
Criteria for Assessment: See performance inventory
Standard #5: **Learning Environments and Social Interactions.**  
CC5S12  Design and manage daily routines.  
**Assessment:** Teaching observations  
**Criteria for Assessment:** See performance inventory

Standard #7: **Instructional Planning**  
CC7S10  Prepare lesson plans.  
CC7S11  Prepare and organize materials to implement daily lesson plans.  
CC7S12  Use instructional time effectively.  
CC7S13  Make responsive adjustments to instruction based on continual observations.  
CC7S6  Sequence, implement, and evaluate individualized learning objectives  
CC7S5  Use task analysis.  
**Assessment:** Teaching observations, portfolio  
**Criteria for Assessment:** See performance inventory, rubric

Standard #8: **Assessment**  
CC8S10  Create and maintain records.  
CC8S8  Evaluate instruction and monitor progress of individuals with exceptional learning needs.  
**Assessment:** Teaching observations  
**Criteria for Assessment:** See performance inventory

Standard #9: **Professional and Ethical Practice**  
CC9S11  Reflect on one’s practice to improve instruction and guide professional growth.  
CC9S7  Practice within one’s skill limit and obtain assistance as needed.  
CC9S8  Use verbal, nonverbal, and written language effectively.  
CC9S9  Conduct self-evaluation of instruction.  
**Assessment:** Teaching observations  
**Criteria for Assessment:** See performance inventory

Standard #10: **Collaboration**  
CC10S1  Maintain confidential communication about individuals with exceptional learning needs.  
CC10S3  Foster respectful and beneficial relationships between families and professionals.  
CC10S4  Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team  
CC7S3  Involve the individual and family in setting instructional goals and monitoring progress.  
CC9K3  Continuum of lifelong professional development  
**Assessment:** Portfolio  
**Criteria for Assessment:** See rubric

**Assessments:** Classroom Observations, lesson plans, portfolio

**Overall Grading Scheme:** This is a pass/fail course. In order to earn a pass in this course, the teacher candidate must earn a “pass” on lesson plans, portfolio, and the multi-day work sample. The student teacher must also earn a rating of at least proficient on the final Performance Inventory and Evaluation for Student Teaching.
No later than Friday, May 13\textsuperscript{th}, 2011, the Student Teacher will submit:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Criteria for Assessment</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Category 1: The Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Current Resume</td>
<td>Candidate must earn a “pass” on resume.</td>
<td>Instructor will review resume and determine “Pass” or “Requires Revision”</td>
</tr>
<tr>
<td>2. Philosophy of Special Education paper (MUE 533)</td>
<td>Philosophy of Special Education is a resubmit of work completed in MUE 533</td>
<td>The Philosophy of Special Education paper was scored in MUE 533. The instructor will record “Pass” if Philosophy paper is included.</td>
</tr>
<tr>
<td></td>
<td>Revisions may need to be made in order to obtain a “pass” on the resume. A student who has to revise will have one opportunity to revise and resubmit the resume (revision is due no later than Thursday, May 26\textsuperscript{th}). If the overall portfolio does not earn a pass with the revise, the student will earn a fail in this course and will need to re-register and repeat it.</td>
<td></td>
</tr>
<tr>
<td>Portfolio Category 2: Instruction Multi-Day Work Sample</td>
<td>To pass, candidate must earn a “pass” on all components of the Multi-Day Work Sample rubric</td>
<td>Instructor will review assignment and determine “Pass” or “Requires Revision”</td>
</tr>
<tr>
<td></td>
<td>Revisions may need to be made in order to obtain a “pass”. A student who has areas to revise will have one opportunity to revise and resubmit the document (revision is due no later than Thursday, May 26\textsuperscript{th}). If the overall portfolio does not earn a pass with the revise, the student will earn a fail in this course and will need to re-register and repeat it.</td>
<td></td>
</tr>
<tr>
<td>Portfolio Category 3: Success for Learners</td>
<td>The CRM Action Plan is a resubmit of work completed in MUE 545. To pass, candidate must earn a “pass” on the one page explanation paper. Revisions may need to be made in order to obtain a “pass” on the one page explanation paper. A student who has to revise will have one opportunity to revise</td>
<td>The CRM Action plan was scored in MUE 533. Instructor will record “Pass” if CRM Action Plan is included.</td>
</tr>
<tr>
<td>1. Classroom Management Action Plan (MUE 545)</td>
<td></td>
<td>Instructor will determine “Pass” or “Needs Revision” of one page explanation paper</td>
</tr>
<tr>
<td>2. One page explanation paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and resubmit the paper (revision is due no later than Thursday, May 26th). If the overall portfolio does not earn a pass with the revise, the student will earn a fail in this course and will need to re-register and repeat it.

<table>
<thead>
<tr>
<th>Portfolio Category 4: collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaboration abstract and artifact (MUE 533)</td>
</tr>
<tr>
<td>2. One page explanation paper</td>
</tr>
</tbody>
</table>

The collaboration abstract and artifact are a resubmit of work completed in MUE 533. To pass, candidate must earn a “pass” on the one page explanation paper. Revisions may need to be made in order to obtain a “pass” on the one page explanation paper. A student who has to revise will have one opportunity to revise and resubmit the paper (revision is due no later than Thursday, May 26th). If the overall portfolio does not earn a pass with the revise, the student will earn a fail in this course and will need to re-register and repeat it.

The collaboration abstract and artifact are a resubmit of work completed in MUE 533. Instructor will record “Pass” if abstract and artifact are included. Instructor will determine “Pass” or “Needs Revision” of one page explanation paper.

| No later than Thursday, May 26th, 2011, the Student Teacher will submit: |
| Assignment | Criteria for Assessment | Additional Information |
| 4 completed Performance Inventory and Evaluation (PIE) for Student Teaching forms. Forms must be signed by both the Student Teacher and the Supervisor. | The student teacher must earn an average rating of at least proficient on the final Performance Inventory and Evaluation for Student Teaching. | Student Teaching Supervisor will complete form following formal observations. Student Teacher will submit to instructor all completed PIE forms no later than Thursday, May 26th, 2011. Instructor will review ratings and determine Pass/Fail |
| 4 “Lesson Plan Rubrics” completed and signed by university Supervisor. | To pass, candidate must earn a “pass” on each lesson plan (see Lesson Plan Rubric). Revisions may need to be made in order to obtain a “pass” | Student Teaching Supervisor will complete rubric in conjunction with formal observation. Student Teacher will submit to instructor all completed Lesson Plan rubrics no later than Thursday, May 26th, 2011. Instructor will record Pass/Fail based upon Supervisor rating |
Class Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Format</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 4th, 2011</td>
<td>Fact to Face class meeting 4:30-7:30</td>
<td></td>
</tr>
<tr>
<td>Week of February 23rd, 2011</td>
<td>No class session. Schedule an appointment with instructor if necessary</td>
<td></td>
</tr>
<tr>
<td>Week of March 30th, 2011</td>
<td>No class session. Schedule an appointment with instructor if necessary</td>
<td></td>
</tr>
<tr>
<td>Week of April 20th, 2011</td>
<td>No class session. Schedule an appointment with instructor if necessary</td>
<td></td>
</tr>
<tr>
<td>Friday, May 13th, 2011</td>
<td>No class session. Schedule an appointment with instructor if necessary</td>
<td>All portfolio assignments submitted by 6:00 pm</td>
</tr>
<tr>
<td>Friday, May 27th, 2011</td>
<td>No class session</td>
<td>All 4 completed Performance Inventory Evaluations and all 4 lesson plan rubrics submitted by 6:00 pm</td>
</tr>
</tbody>
</table>

Required Texts
None

Course Expectations
1. Maintain consistent attendance at your school
2. A lesson plan should be submitted at the start of each observation
3. Reflections for observed lessons must be submitted within 5 days following the observation
4. Word-process all assignments.

Policies
1. *Attendance for student teaching*: Teacher candidates must be present in their classrooms for at least 35 hours per week. Attendance will be documented by the teacher candidate and signed by the candidate’s supervisor.
2. *Assignments*: All assignments are required to be submitted on time in order to earn a pass.
3. Cardinal Stritch University and the instructors wish to positively affirm the intent of the Americans with Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor so that appropriate arrangements can be made.
4. Any work found to be plagiarized from the Internet or other sources will automatically result in a grade of F in the course and the “author’s” name will be given to the Provost. Refer to the Graduate Catalog “Academic Integrity” for further information.

Last day to withdraw:
Classroom Observations by University Supervisor

Throughout the semester, your university supervisor will observe you teaching at 4 different times. S/he will use the performance inventory shown below at each observation. You should have a written lesson plan to submit to the supervisor before the observation. You must achieve a final rating of Proficient on all observed items as indicated by the key below to pass student teaching.

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**STUDENT TEACHING PERFORMANCE INVENTORY AND EVALUATION**  
(University Supervisor)

Circle One: Approximate Week  4  8  14  18  Date ______________________

Student ______________________________________  Level/Subject _______________________

School ________________________________

Cooperating Teacher: ______________________________  Supervisor: _______________________

Student Teacher_______________________________  (Signature)

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**Standard/Outcome I:** Teacher candidate knows the content area he/she is teaching.

A. The teacher candidate demonstrates knowledge of the content area(s).

B. The teacher candidate demonstrates the ability to create a lesson plan based on WI state standards, appropriate to grade level, that both pre-assesses and post-assesses student learning.

C. The teacher candidate demonstrates the ability to analyze a lesson plan, determine its strengths, weaknesses, and adapt it to make it more successful for student learning.

Comment ____________________________________________________________________________

**Standard/Outcome II:** Teacher candidates know how children learn and develop.

A. The teacher candidate develops appropriate lesson plans based on his/her knowledge of how children learn and develop.

B. The teacher candidate delivers instruction that is appropriate to the learning and strengths of the students.

C. The teacher candidate designs instruction based on the multiple capacities of students.

D. The teacher candidate establishes appropriate goals based on the student population being served.

E. The teacher candidate breaks down skills and concepts logically and develops appropriate learning objectives/functional skills.

Comment ____________________________________________________________________________

**Standard/Outcome III:** Teacher candidates understand that children learn differently.

A. The teacher candidate demonstrates an understanding of various cultures and diverse learning styles.

B. The teacher candidate demonstrates an understanding of differences found in children who are identified as having exceptional needs.

C. The teacher candidate demonstrates an ability to assess the diverse learning needs of students and adapts instruction accordingly.

D. The teacher candidate develops/summarizes appropriate IEPs for individual students.

E. The teacher candidate plans and implements instruction based on the students' IEPs.

Comment ____________________________________________________________________________

**Standard/Outcome IV:** Teacher candidates know how to teach.

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**Key**

1 - 1.4  Beginning  
1.5 - 2.4  Developing  
2.5 - 3.4  Proficient  
3.5 - 4.0  Exemplary

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Indicated Level of Performance

E  P  D  B

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Overall Performance

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A. The teacher candidate is able to design a variety of instructional lessons that encourage critical thinking, problem solving, and performance skills for student learning.

B. The teacher candidate selects appropriate goals and objectives that match a specific curriculum and the student population being served.

C. The teacher candidate designs and implements learning experiences that are responsive to student feedback/reaction.

D. The teacher candidate uses multimedia to facilitate learning.

Comment

___ Standard/Outcome V: Teacher candidates know how to manage a classroom.

A. The teacher candidate recognizes individual differences in students and adapts learning experiences based on student needs and behaviors.

B. The teacher candidate implements classroom management that supports a quality-learning environment.

C. The teacher candidate adapts management strategies based on the needs of diverse learners.

D. The teacher candidate designs and implements strategies that teach all students to resolve differences and manage their own behaviors.

E. The teacher candidate provides clear and understandable directions.

F. The teacher candidate uses routine and structure and facilitates smooth transitions.

Comment

___ Standard/Outcome VI: Teacher candidates communicate well

A. The teacher candidate displays characteristics indicative of an ability to work cooperatively and collaboratively in a classroom environment.

B. The teacher candidate demonstrates the ability to communicate effectively in writing to students, staff, and/or parents.

C. The teacher candidate demonstrates the ability to communicate effectively orally with students, staff, and/or parents.

D. The teacher candidate effectively uses technology to communicate with student, staff and/or parents.

E. The teacher candidate utilizes technology in preparation and delivery of instruction.

F. The teacher candidate works cooperatively and collaboratively with parents, teachers, paraprofessionals, and students.

G. The teacher candidate facilitates students assuming responsibility for learning.

Comment

___ Standard/Outcome VII: Teacher candidates are able to plan different kinds of lessons.

A. The teacher candidate designs learning experiences that facilitate the achievement of instructional goals.

B. The teacher candidate uses a variety of instructional strategies.

C. The teacher candidate creates an environment for learning that encourages positive social interaction, active engagement in learning, and self-motivation.

D. The teacher candidate uses inquiry and problem solving methods within instruction.

Comment

___ Standard/Outcome VIII: Teacher candidates know how to test for student progress.

A. The teacher candidate demonstrates the ability to design lesson plans that effectively assess learning objectives and accommodate student needs.

B. The teacher candidate demonstrates an understanding of various assessment methods to measure different learning objectives including: knowledge, reasoning, and performance.

C. The teacher candidate demonstrates an understanding of the three levels of assessment: classroom, grade level/district benchmarks, and standardized tests and assessment.
D. The teacher candidate demonstrates an understanding of and an ability to use grading systems and reporting options for student learning.

E. The teacher candidate demonstrates an ability to communicate feedback, assessment conclusions, and recommendations for improvement to students, parents, and staff.

F. The teacher candidate utilizes effective ongoing assessment of IEP goals.

Comment

__Standard/Outcome IX: Teacher candidates are able to evaluate themselves."

A. The teacher candidate continually evaluates and refines the effectiveness of his/her teaching and impact on students.

B. The teacher candidate continually reflects on teaching and devises ways to improve instruction.

C. The teacher candidate seeks the advice of others and draws upon the expertise of colleagues to improve his/her own practice.

Comment

__Standard/Outcome X: Teacher candidates are connected with other teachers and the community."

A. The teacher candidate demonstrates an awareness of educational responsibilities in and outside of the classroom.

B. The teacher candidate successfully interacts with other teachers, parents, and the administrative staff in his/her student teaching placement.

C. The teacher candidate communicates with reports to parents.

D. The teacher candidate is an effective collaborative member of the school and the IEP team.

Comment
Lesson Plans

For the four observations from your supervisor you must have a lesson plan ready for him/her to read while observing you teach. Following the observation, you must complete the reflection portion of the lesson plan and submit to your supervisor within 5 days in order to earn a “pass” on these lessons.

STANDARD 4: INSTRUCTIONAL STRATEGIES
STANDARD 7: INSTRUCTIONAL PLANNING
STANDARD 8: ASSESSMENT

Student Teaching Lesson Plan Rubric

<table>
<thead>
<tr>
<th>PASS</th>
<th>REQUIRES REVISION</th>
<th>Format</th>
<th>Support for Students</th>
<th>The Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>The format was followed. Some aspects may need more detail.</td>
<td>The required format was not followed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one student needing support was identified and his/her needs described. More specific or appropriate modifications were needed.</td>
<td>This area not addressed or major parts are missing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan was acceptable. Minor changes are suggested below.</td>
<td>The plan was not acceptable and needs revision.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments on the lesson plan:

The discussion is adequate. More depth or breadth would enhance the analysis.

Samples are not included or do not demonstrate teacher candidate’s understanding of assessment.

The reflection is adequate. More detail would enhance the reflection.

The reflection does not demonstrate the teacher candidate’s willingness or ability to be a reflective educator.

Comments on the assessment and reflection:

In order for a lesson plan to be accepted, all aspects must be rated as “Pass.”

Supervisor’s Signature: _________________________________
### Overview:
*(Key concepts and content)*

### State Standards/Learning Targets:

### Learning Objectives:
*Students will be able to…*

### Assessment:
*How will you measure student acquisition of the learning objectives? What evidence will you have to demonstrate student learning/growth? How does this connect to a summative assessment?*

### Materials/Resources:
*(For example, books, blank graphic organizers, chart paper, blackboard, whiteboard, supplies or technology needed)* Use APA citation for research-based resources.

### Procedures

#### Anticipatory Set/Engagement:
*How will you captivate student interest? Consider using visuals, models and artifacts.*

#### Instruction:
- **Statement of Purpose** *(what, why and student role)*
- **Schema and vocabulary**
- **Modeling**
- **Checking for Understanding**

#### Guided Practice/Application:
*How will students practice and interact with the content?*

#### Closure:
*How will you review, summarize and wrap-up the lesson?*

#### Accommodations/Modifications:
*What changes will need to be made to this lesson to account for individual student needs? How will this lesson address IEP goals?*

### Reflection:
*Discuss your overall assessment of the lesson: What went well in regard to your teaching practices? What would you change and how? It should reflect your willingness to grow. You should discuss specific aspects of instruction taught in your courses. This reflection should be honest and thoughtful.*
Student Teaching Portfolio

One of the requirements of student teaching is the creation of a portfolio. The portfolio contains artifacts and explanations that help to demonstrate your readiness to be a licensed teacher. The DPI requires that all pre-service teachers complete a portfolio that connects to the 10 Wisconsin Teaching Standards.

You can decide on the physical appearance of your portfolio as long as the final product is professionally presented and easy to understand and maneuver. Therefore, your portfolio can be housed on an Internet site, burned onto a CD or put into a 3-ring binder. It should contain at the minimum the following documents, but may contain more. The portfolio should be organized into the following four categories:

The Professional
Standard 1: Teachers know the subjects they are teaching
- **Artifact: Current resume**
- **Artifact: Philosophy of Special Education (from MUE 533)**

Instruction
Standard 2: Teachers know how children grow
Standard 3: Teachers understand that children learn differently
Standard 4: Teachers know how to teach
Standard 6: Teachers communicate well.
Standard 7: Teachers are able to plan different kinds of lessons
Standard 8: Teachers know how to test for student progress
Standard 9: Teachers know how to evaluate themselves
- **Artifact: Multi-day work sample with explanation, connection to above standards and reflection (see explanation later in syllabus)**

Ensuring Success for All Learners
Standard 5: Teachers know how to manage a classroom
- One page paper that: 1. explains the importance of a management plan to ensure that all students have an opportunity to learn in a positive environment; 2. explicitly connects to the standard.
- **Artifact: Classroom Management Plan (from MUE 545)**

Collaboration
Standard 6: Teachers communicate well.
Standard 10: Teachers are connected with other teachers and the community.
- One page paper that: 1. explains the importance of special educators being collaborators and how you have demonstrated your ability to collaborate; 2. explicitly connects to standards 6 and 10.
- **Artifact: Collaboration artifact and artifact (from MUE 533)**

Portfolio Rubric
<table>
<thead>
<tr>
<th></th>
<th>Pass</th>
<th>Needs Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Professional</strong></td>
<td><strong>Resume included, up-to-date and professionally presented</strong></td>
<td><strong>Resume wasn’t included or isn’t up-to-date</strong></td>
</tr>
<tr>
<td>-Resume</td>
<td><strong>Philosophy of Special Education included</strong></td>
<td><strong>Philosophy of Special Education not included</strong></td>
</tr>
<tr>
<td>-Philosophy of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td><strong>Introduction includes all required components: goals, measurement of</strong></td>
<td><strong>One or more of the required components missing OR the introduction is difficult to understand</strong></td>
</tr>
<tr>
<td>-Multi-Day</td>
<td><strong>At least four completed lesson plans included</strong></td>
<td><strong>Fewer than three lesson plans have been included OR the lesson plan are not complete</strong></td>
</tr>
<tr>
<td>Work Sample</td>
<td><strong>At least four well written and thoughtful reflections are included</strong></td>
<td><strong>Fewer than three lesson plans have been included OR the reflections are not in depth an meaningful</strong></td>
</tr>
<tr>
<td></td>
<td><strong>One student’s grow is thoroughly described as evidenced by the samples</strong></td>
<td><strong>The description of student growth is not thorough or is not well supported by work samples</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Class pre and post assessment measures displayed and discussed</strong></td>
<td><strong>Class pre and post assessment measures were not included or discussed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reflection is detailed and includes discussion on student performance, design and instruction (own teaching)</strong></td>
<td><strong>Reflection is not detailed or is missing discussion on student performance, design or instruction</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Explicit connections to the Wisconsin State Teaching Standards have been made throughout this section</strong></td>
<td><strong>Explicit connection to the Wisconsin State Teaching Standards have not been made</strong></td>
</tr>
<tr>
<td><strong>Success for Learners</strong></td>
<td><strong>Explanation is included</strong></td>
<td><strong>Explanation is not included</strong></td>
</tr>
<tr>
<td>-Classroom Management</td>
<td><strong>Classroom Management Plan included</strong></td>
<td><strong>Classroom Management Plan not included</strong></td>
</tr>
<tr>
<td>Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td><strong>Explanation is included</strong></td>
<td><strong>Explanation is not included</strong></td>
</tr>
<tr>
<td>-Collaboration Artifact</td>
<td><strong>Collaboration artifact and abstract included</strong></td>
<td><strong>Collaboration artifact not included</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Product</strong></td>
<td><strong>The writing in the portfolio has a professional tone</strong></td>
<td><strong>The writing is too casual for a professional document</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Minimal writing errors are present (no more than 2 per page)</strong></td>
<td><strong>The writing appears to be at draft stage</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The organization of the portfolio is easy to follow</strong></td>
<td><strong>The organization needs work</strong></td>
</tr>
<tr>
<td></td>
<td><strong>An explicit connection to all 10 State Standards has been clearly made</strong></td>
<td><strong>All 10 Standards have not been addressed</strong></td>
</tr>
</tbody>
</table>

In order to be considered passed on the portfolio all areas must earn a pass. A student who has areas to revise will have one opportunity to revise and resubmit the portfolio (revision is due no later than Thursday, May 26th). If the portfolio does not earn a pass with the revise, the student will earn a fail in this course and will need to re-register and repeat it.
Multi-Day Work Sample

During your student teaching semester, you must plan, implement, assess and reflect on a multi-day unit. The unit can be in any subject area and can run from 4-7 days. Your multi-day work sample must include the following components:

**Introduction:**
- an overview of the goals for the students
- how those goals were/will be measured
- explicitly stated connection to the relevant state standards (Academic standards)

**Implementation**
- At least 4 formal lesson plans
- Reflections on each lesson plan

**Reflection**
- Reflection on one student’s growth: Choose 1 student and provide a description of the student’s participation in the unit, growth and engagement referencing specific work samples
- Pre and post assessment of learning including completed samples from the class and a discussion of how the class as a whole did on these assessments. Include a chart or detailed description of the assessment component of your unit.
- Reflection on the overall unit: Evaluate the unit including the students’ performance, design of the unit and your own teaching

**Connection to WTS**
- Throughout this portion of your portfolio, include explicit connections to each of the following Wisconsin State Teaching Standards (WTS)

  Standard 2: Teachers know how children grow
  Standard 3: Teachers understand that children learn differently
  Standard 4: Teachers know how to teach
  Standard 7: Teachers are able to plan different kinds of lessons
  Standard 8: Teachers know how to test for student progress
  Standard 9: Teachers know how to evaluate themselves
<table>
<thead>
<tr>
<th></th>
<th><strong>Pass</strong></th>
<th><strong>Needs Revision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Introduction includes all required components: goals, measurement of goals, connection to standards</td>
<td>One or more of the required components missing OR the introduction is difficult to understand</td>
</tr>
<tr>
<td></td>
<td>At least four completed lesson plans included</td>
<td>Fewer than three lesson plans have been included OR the lesson plan are not complete</td>
</tr>
<tr>
<td></td>
<td>At least four well written and thoughtful reflections are included</td>
<td>Fewer than three lesson plans have been included OR the reflections are not in depth an meaningful</td>
</tr>
<tr>
<td></td>
<td>One student’s growth is thoroughly described as evidenced by the samples</td>
<td>The description of student growth is not thorough or is not well supported by work samples</td>
</tr>
<tr>
<td></td>
<td>Class pre and post assessment measures displayed and discussed</td>
<td>Class pre and post assessment measures were not included or discussed</td>
</tr>
<tr>
<td></td>
<td>Reflection is detailed and includes discussion on student performance, design and instruction (own teaching)</td>
<td>Reflection is not detailed or is missing discussion on student performance, design or instruction</td>
</tr>
<tr>
<td></td>
<td>Explicit connections to the Wisconsin State Teaching Standards have been made throughout this section</td>
<td>Explicit connection to the Wisconsin State Teaching Standards have not been made</td>
</tr>
</tbody>
</table>
