

TOURO COLLEGE



**Graduate School of Education
Graduate Studies in Education and Special Education**

Student Guide



**SpEd 695
Practicum in Special Education
Grades 1 - 6**

Revised 2011



SpEd 695: Practicum in Special Education
Grades 1-6

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* This rubric draws on guidelines from the work on student teaching evaluation rubrics from educators such as Charlotte Danielson and Robert Marzano as well as materials from the New York State Education Department Teacher Certification Exams and New York State United Teachers.

This guide book, additional information and forms are available at the website of Professor Jeffrey H. Dicker
jdicker.webhop.org



Dear Practicum Student,

This course includes two 2-20 day practicum experiences (or two 100-hour practicum experiences) in special education (inclusion classes with a strong special education component are acceptable.) (Over the course of the two semesters of work in field/practicum courses, some hours must be completed in work with children from high need communities.) The following pages constitute a student guide prepared to facilitate your work for the course. We are confident that if you follow the guidelines you will gain professionally from your experiences.

In order for you to get the most out of your practicum experience, we have included some forms for you to complete that will help focus your attention. In addition to performing various activities in your classroom, you are expected to teach a gradually increasing number of lessons.

Your assigned practicum instructor should be contacting you during the first two weeks of the semester. Feel free to contact us if there is any problem regarding contact with your assigned instructor. You and your practicum instructor will arrange for at least two observation visits at your school site. You can arrange for visits at times that are convenient for your cooperating teacher, the field instructor and yourself. In addition to observing you at work, the instructor will have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

Live group meetings with your practicum instructor will be held at the beginning, middle and end of the semester. All practicum students are required to attend the meetings. Medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member.

If we can be of any assistance, feel free to contact us.

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching

TOURO COLLEGE

Graduate School of Education

SpEd 695: Practicum in Special Education, Grades 1 - 6

Course Description: Students complete one 20-day practicum experience or its equivalent (at least 100 hours*) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 1-3 level and one 20-day experience or its equivalent (at least 100 hours*) teaching students with disabilities (inclusion classes with strong special education components are acceptable) at the grade 4-6 level. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum courses, some work is done in a high need school or a school serving a high need community. Students keep time sheets of their hours, complete a written assignment on their understanding and use of evidence-based methods of instruction and intervention, respond to questions involving childhood education, and complete a comprehensive culminating project in which they analyze and discuss ways in which various aspects of the program have affected their understanding of and interventions with children. Students also present a comprehensive case study that integrates relevant research and write a reflection paper on their experience of completing the case study. The course includes scheduled group meetings. An assigned Touro College faculty member observes student teachers presenting a minimum of two formal lessons in the classroom or other educational facility.

3 credits (*Note: Students may not register for EdSE694 and SpEd695 during the same semester.*)

*Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting practicum requirements.

Student Learning Outcomes:

- Students will carefully observe and analyze various classroom and school activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of students within the framework of classroom activities.
- Students will demonstrate good content knowledge in areas of instruction.
- Students will foster critical thinking skills and information literacy in children.
- Students will apply principles of differentiated instruction and work effectively with students with disabilities.
- Students will work effectively with students in high need schools.
- Students will demonstrate sensitivity to needs of students from diverse cultures.
- Students will appropriately apply NYS Learning Standards, NAEYC Standards, and CEC standards to their work.
- Students will demonstrate sound grounding in principles of child development and learning and cognitive education.
- Students will demonstrate awareness of educational technology resources and ability to use technology for instruction.
- Students will demonstrate ability to relate constructively to students in group activities.
- Students will demonstrate satisfactory presentation of at least two formal lessons which are appropriate to the strengths and limitations of the children with whom they work.
- Students will demonstrate ability to assess for understanding and use such assessment results for improvement of teaching and learning.
- Students will demonstrate an ability to use supervision in a constructive manner.
- Students will submit culminating projects that demonstrate ability to make use of and conduct research as well as good analytical and writing skills.

SpEd 695: Practicum in Special Education, Grades 1 – 6 (page 2)

Course Requirements:

- Attendance at class meetings. The only excused absences are with a doctor's note or approval of department chair, deputy chair or director of student teaching.
- Submission of all forms requiring signatures from the student practicum guide.
- Documentation of hours and days, signed by student and cooperating teacher or supervisor.
- Activities checklist submitted.
- Submission of Written Assignment on Evidence-Based Methods of Instruction and Intervention.
- Submission of logs for observation of lesson presentations.
- Submission of responses to questions on teaching children in grades 1-6.
- Observations #1 and #2 by college faculty member (forms submitted by faculty member).
- Cooperating teacher evaluation form submitted.
- Culminating project with case study, and reflection paper on the case study (see instructions for the case study and for the reflection paper in your student practicum guide).
- Course evaluation form submitted.
- Students must take and pass a midterm and final examination.

Suggested Text:

Learning to Teach, by Richard I. Arends (most recent edition), McGraw-Hill, ISBN 0-07-232164-4.

(Assigned faculty members may assign alternative texts and/or other readings.)



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To Whom It May Concern:

This letter is to introduce our practicum student. Students in our program complete the requirements for dual certification in general education and teaching students with disabilities on the early childhood, elementary school, or middle school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offer opportunities for theory to be applied in practice. Students must complete both field experience and practicum courses. An assigned Touro faculty member will observe the practicum student conducting at least two formal lessons.

We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

- ❑ During the practicum
 1. The opportunity to observe lessons and discuss strategies.
 2. The opportunity to plan lessons with the cooperating teacher and on his or her own.
 3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies.
 4. The opportunity to interact with students in a range of educational settings.
 5. The opportunity to teach a gradually increasing number of lessons during the semester.
 6. The opportunity for feedback on observations of the lessons taught.

In order to focus students in their observation and to document time spent in class, students have a number of forms to complete for their work in the practicum course.

Please explain to the practicum student the daily routine you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

Touro's practicum instructor/advisor will observe the student at work in the classroom on at least two occasions. After first conferring with the appropriate school staff members, the student teacher should arrange mutually acceptable dates and times with the Touro instructor for the lesson observations.

For any questions or concerns please contact Professor Jeffrey Dicker, Director of Student Teaching at 718-301-2031 or via email at jeffreyd@touro.edu

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching



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and 677

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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

Dear Students:

The following summary lists the items that you are required to include when submitting your final project. This page will assist you throughout the term in completing your Practicum course. Please refer to this page before spiral binding your final project.

1. **Cover Page** - A decorative cover will enhance your final project. Please do not take pictures or include pictures of your students. Please include on the cover:
 - your name
 - course number and section
 - professor's name
 - semester and year
 - a decorative graphic
2. **Table of Contents** – Create a table of contents listing different sections of your project.
3. **School Administrator's Certification** - to be signed by the principal and cooperating teacher(s).
4. **Student Time Sheet** - before entering information, make three copies in case you have multiple schools or assignments.
5. **Written Assignment on Evidence-Based Methods of Instruction and Intervention**
6. **Log for Observations of Lesson Presentations** - A total of fifteen (15) observations is needed. These forms are to be used for detailed analyses of lessons you have observed. This document may be downloaded from <http://jdicker.webhop>.
7. **Some Issues of Particular Importance** - complete all pages. This document may be downloaded from <http://jdicker.webhop.org>
8. **Cooperating Teacher Evaluation Form** - make copies for each cooperating teacher to complete for evaluation of your professional performance.
9. **Written Assignments** - follow instructions in the student guide. (see page 27)

Note: This is a professional work and should not have removable pages. Therefore, please be sure to spiral bind your project.

This guide book, additional information and forms are available at the website of Professor Jeffrey H. Dicker
jdicker.webhop.org



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Dear School Administrator:

We are pleased that a Touro College graduate student is completing his or her field experience or practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with established guidelines of The New York City Department of Education and New York State guidelines for other public or private school districts.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our field experience/practicum courses.

Sincerely,

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching

Date _____

Student Name

Touro ID #

Course Number

School name or number

Telephone Number

School address

Administrator's Name

Date

Administrator's signature attests to the fact that _____ is a NYS accredited school.
school name/number

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date



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Professor Jeffrey H. Dicker, *Director of Student Teaching* Professor Eileene Leibowitz, *Assistant Director of Student Teaching*

Practicum Activity Checklist for Cooperating Teacher

The following suggested activities would be valuable for our practicum student. Different activities pertain to work with children at different developmental levels. A cooperating teacher may choose to check off each activity as it is completed. Activities are not limited to those appearing on the list.

1. Instructional Responsibilities:

- Plan and assemble a bulletin board
- Read a story aloud
- Teach a small group spelling lesson, math lesson, reading lesson,
 social studies lesson, science lesson, language arts lesson
- Teach a large group art lesson, music lesson, social studies lesson,
 science lesson, language arts lesson, reading lesson
- Incorporate manipulatives into a lesson
- Demonstrate the use of cooperative learning
- Develop an educational unit a special education and general education class
- Organize a field trip
- Participate in a team teaching experience
- Share lesson planning, including provisions for differentiated instruction with cooperating teacher(s)
- Incorporate computer technology in a lesson with [Common Core Standards](#)
- Incorporate library resources in a lesson
- Demonstrate the ability to prepare lesson plans for a substitute teacher

2. Student and Program Evaluation:

- Use pre-assessment, formative assessment and summative assessment to choose and adapt evidence-based methods of instruction and intervention
- Construct a test or evaluative tool
- Administer a test or evaluative tool
- Interpret test results
- Use a test or evaluative tool to diagnose and suggest remediation for:
 An individual student, A group of students
- Use authentic assessment tools, such as observation, anecdotal note taking, portfolio evaluations, and checklists

3. Use of Technology and Other Instructional Aids:

- Demonstrate practical use of available technology
- Smartboard, Internet, video animations, LCD, and/or overhead projector,
- e-portfolio, video, laminating machine, computer assisted learning,
- electronic record keeping, web page design, Internet UDL lesson planning,
- PowerPoint or multimedia presentations

4. Program Maintenance:

- Supervise daily logistical activities
- Demonstrate knowledge of emergency procedures, including location of sterile gloves
- Demonstrate knowledge of function and responsibilities of support staff

5. Classroom management:

- Manage individual and group behavior conducive to an effective learning climate
- Maintain a neat and orderly classroom
- Facilitate cooperative learning groups
- Participate in supervisory duties on the playground
- Participate in supervisory duties in the cafeteria
- Maintain attendance records
- Make and keep progress charts
- Participate in maintaining cumulative records, IEP, SESIS
- Demonstrate knowledge of reporting procedures to parents

6. Professional Responsibilities:

- Attend after-school events, including parent-teacher conferences
- Attend faculty and in-service meetings
- Learn all courses of study (i.e., programs of study mandated by the school system)
- With the approval of cooperating teacher, write a letter to pupils' parents (for example, a letter of introduction or an information letter about a unit of study)
- Become familiar with the system used by the school district to assess the performance of teachers
- Acquire knowledge of professional organizations and resources

7. Additional Teaching Experiences:

- Prepare instructional plans for a teacher's aide or parent volunteer
- Observe specialists

- | | |
|--|---|
| <input type="checkbox"/> PE Teacher | <input type="checkbox"/> Art Teacher |
| <input type="checkbox"/> Speech Clinician | <input type="checkbox"/> Music Teacher |
| <input type="checkbox"/> Reading Teacher | <input type="checkbox"/> Learning Disabilities Teacher |
| <input type="checkbox"/> Gifted/Talented Teacher | <input type="checkbox"/> English as a Second Language Teacher |

8. Other Experiences, including knowledge of school services and procedures (for example, clinical services, school counseling services, special testing, special education, homebound instruction)



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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

Written Assignment on Evidenced-Based Instruction and Intervention

In an essay of approximately 1,250 words, respond to the following:

1. The terms evidence-based instruction, research-based instruction, and scientifically-based instruction are often used interchangeably. What is the basic meaning of such terms and the approach to instructional practices and interventions advocated in their name?
2. What did you learn in the program you are now completing, including in student teaching, about specific evidence-based methods of instruction and intervention? Which courses were most helpful in this regard?
3. What are the specific uses you have made of evidence-based instruction and intervention in your practicum?
4. What are some of the ways knowledge of and skill in using evidence-based methods of instruction have made a difference in your instructional practices?
5. Critically discuss and evaluate the principle that methods of instruction and intervention should be evidence-based. What are the difficulties you feel may exist in the ability to transfer what research points to as effective for teaching and learning and what will work best for you in the classroom with your students?

.....

For resources that may assist you on this assignment see: schools.webhop.org/tourorlehrer ,
Lehrer.webhop.org and/or jdicker.webhop.org

TOURO COLLEGE

Graduate Studies in Education and Special Education

Log for Observations of Lesson Presentations

~Students should also use this for student lesson presentations that will be observed by Touro faculty~

(The student should complete a minimum of one per week, a total of 15.)

Touro Student:	Cooperating Teacher:
School:	Date: Class: Grade:
Subject:	Type of Class:
Lesson Topic:	General or Special Education: Select one
Quick Links: NYS Learning Standards - Common Core Standards - CEC Standards - jdicker.webhop.org - Lehrer.webhop.org IMPORTANT: Right Click on the links above and select "Open". ~ The gray areas will expand as you type, but will not print. Download a Writeable Word document of this page on the website of Professor Jeffrey Dicker. jdicker.webhop.org	
Aim or Behavioral Objective:	
Applicable NYS and/or Common Core Learning Standard: (see Quick Links above)	
Motivation:	
Review and Link with Prior Knowledge:	
Key Vocabulary:	
Lesson Plan Procedures: (key questions)	
Medial Summary: (mid-lesson)	
Differentiated Instruction: (modification and enhancements, including use of technology)	
Opportunities for Practice:	
Final Summary:	
Assessment: (methods used to assess student understanding of this lesson's learning objectives)	
Classroom Management: (interaction with students)	
Attention to Multicultural Issues:	



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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

**Master of Science in Education and Special Education
Cooperating Teacher Evaluation Form for Practicum Students**

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = very poor, 5 = excellent) to evaluate the practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your practicum student. Your evaluation will be used to help improve the student’s teaching performance and to determine the grade earned for practicum as well as to improve our teacher preparation programs. Your cooperation and assistance are greatly appreciated.

Practicum Student _____ Course _____
Cooperating Teacher _____
Practicum Professor _____
Semester _____ Date _____
School and Location _____
Class _____ Type of Class _____ Room # _____

	<u>Very Poor</u>				<u>Excellent</u>
	1	2	3	4	5
1) APPEARANCE Does the field experience student dress and groom in a reasonably appropriate manner?	1	2	3	4	5
2) PUNCTUALITY Does the student arrive on time and remain for the agreed-upon time period?	1	2	3	4	5
3) ATTENDANCE Are absences minimal? Whenever possible, are you notified in advance of absences?	1	2	3	4	5
4) INITIATIVE AND CREATIVITY Does the student use opportunities to be helpful in the classroom? Does he or she generate enthusiasm and interest in classroom activities?	1	2	3	4	5
5) JUDGMENT Does the practicum student use good judgment in responding to students across a range of contexts and situations?	1	2	3	4	5
6) RAPPORT Does the practicum student develop positive relationships with students? Does he or she relate in positive and appropriate ways to parents, administrators, teachers and other school staff?	1	2	3	4	5
7) RAPPORT WITH STUDENTS WITH DISABILITIES Does the practicum student demonstrate the ability to relate constructively to students with disabilities?	1	2	3	4	5

Cooperating Teacher Evaluation Form for Practicum Students (page 2)

Very Poor

Excellent

8) DIFFERENTIATED INSTRUCTION

1 2 3 4 5

Does the practicum student demonstrate the ability to apply principles of differentiated instruction?

9) MULTICULTURAL AWARENESS AND SENSITIVITY

1 2 3 4 5

Does the student demonstrate appreciation of the importance and implications of multicultural awareness and sensitivity for today's teachers?

10) VERBAL SKILLS

1 2 3 4 5

Does the student teacher speak clearly and audibly? Is language usage grammatical and appropriate?

11) WRITTEN WORK

1 2 3 4 5

Does the student teacher write legibly at the chalkboard and on charts? Is correct grammar and spelling consistently used? Is the written work on the chalkboard and charts presented in a clear, well-organized manner?

12) ORGANIZATION AND PREPARATION

1 2 3 4 5

Is the student teacher well organized and well prepared in regard to material that he or she is called on to prepare and/or present?

13) CLASSROOM MANAGEMENT

1 2 3 4 5

Does the student teacher maintain a positive learning environment in the classroom? Does he or she demonstrate good group management skills?

14) CONTENT KNOWLEDGE

1 2 3 4 5

Does the student teacher have a good grasp of content/subject area knowledge required to prepare lessons and activities to promote learning?

15) PEDAGOGICAL KNOWLEDGE

1 2 3 4 5

Does the student teacher have a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning?

16) CRITICAL THINKING AND INFORMATION LITERACY

1 2 3 4 5

Does the practicum student encourage critical thinking and information literacy in his or her instruction of and interaction with children?

17) KNOWLEDGE OF LEARNING STANDARDS

1 2 3 4 5

Does the student teacher appropriately refer to NYS Learning Standards (and demonstrate understanding of other relevant standards, such as those of NAEYC and CEC) in lesson presentations and other aspects of his or her work?

18) ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1 2 3 4 5

Does the student teacher demonstrate ability to use educational technology in instruction and encourage constructive use of technology by children?

Cooperating Teacher Evaluation Form for Practicum Students (page 3)

Very Poor

Excellent

19) USE OF SUPERVISION 1 2 3 4 5

Does the student teacher accept constructive criticism? Does he or she appear motivated to learn and grow as a teacher?

Student's experience for the semester has included work with (check appropriate categories):

- _____ culturally diverse populations
- _____ children with special learning needs
- _____ English language learners
- _____ children from high need communities

Additional Comments:

Recommendations:

Cooperating Teacher's Signature _____ Date _____

Student Teacher's Signature _____ Date _____



Touro College

Student Teacher Observation Summary Form

To be completed by the Practicum Professor Office of Student Teaching

IMPORTANT: A writeable Word form of this document can be found on <http://jdicker.webhop.org>
The gray areas will expand with text. Gray areas will not print.

Teacher Candidate:
School:
Professor:

Observation #:
Grade Level/Subject:
Title of Lesson:

Date:

Summary of Lesson:

Please use accompanying rubrics when completing this form:

U=Unsatisfactory **B**=Basic **P**=Proficient **D**=Distinguished **N**=Not Observed

U B P D N

Domain 1: **Planning and Preparation**

1a:	Demonstrates knowledge of content, including NYS learning standards	1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b:	Demonstrates knowledge of pedagogy	1b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c:	Plans with knowledge of students' backgrounds	1c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d:	Selects appropriate instructional goals	1d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e:	Demonstrates knowledge of resources, including technology	1e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f:	Designs coherent instruction, with application of principles of differentiated instruction	1f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g:	Assesses student learning	1g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 1: **Comments/Suggestions for future work:**

U B P D N

Domain 2: **Classroom Environment**

2a:	Creates an atmosphere of respect and rapport	2a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b:	Establishes high expectations	2b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c:	Manages classroom procedures	2 c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d:	Manages student behavior	2d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e:	Uses physical environment to support learning activities	2e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 2: **Comments/Suggestions for future work:**

U B P D N

Domain 3: Instruction

3a: Communicates clearly and accurately	3a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Uses high level, open ended questions	3b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Actively engages students in learning	3c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Paces instruction and provides closure	3d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Provides appropriate feedback to students	3e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f: Demonstrates flexibility and responsiveness	3f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 3: Comments/Suggestions for future work:

U B P D N

Domain 4: Professional Responsibility

4a: Reflects on teaching	4a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Reflects on student achievement	4b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Provides evidence of student achievement	4c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Accepts constructive feedback	4d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Exhibits professional demeanor	4e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Exhibits professional responsibility	4f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g: Works cooperatively with other professionals	1g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 4: Comments/Suggestions future work:

U B P D N

Domain 5: Assessment

5a: Uses a variety of assessments to plan or adjust instruction or activities	5a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b: Models and guides all students in assessing their own learning	5b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c: Provides opportunities for peer-assessment	5c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d: Uses information from students, families, and support specialists to improve student academic and personal success	5d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e: Uses assessments to apply evidence-based practices	5e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 5: Comments/Suggestions future work:

Overall evaluation of lesson:

Observer Signature: _____ Date: _____

*Teacher Candidate Signature: _____ Date: _____

*Signature indicates receipt of information contained herein



TOURO COLLEGE

Graduate Programs in Education and Special Education
Office of Student Teaching
946 Kings Highway
Brooklyn, NY 11223
Telephone: 718-301-2031 Fax: 718-627-4243

Professor Jeffrey H. Dicker, *Director of Student Teaching*

Professor Eileene Leibowitz, *Assistant Director of Student Teaching*

Assessment of Student Learning

~ A written assignment~*

For each of your lesson presentations for which you were observed, write a one page paper in which you describe

- 1) your student population
- 2) your lesson topic
- 3) the method(s) you used for assessment of student learning objectives for the lesson, including how you used assessments for exceptional students or modified assessments for use with exceptional students
- 4) the information you derived from the assessment
- 5) how you will use the information derived from the student assessment for related future lessons with this or other student populations

Please include any referenced articles, books, websites, etc., and use APA format.

Note that for EdSE 682 one paper (Assessment of Student Learning) is required, while for SpEd 683, SpEd 695, SpEd 677, and SpEd 678 two papers (Assessment of Student Learning) are required.

*This assignment is given in addition to the writing assignments referred to on page 30.

The Office of Student Teaching has posted online Active Suggested Reading Lists, which have additional books, online book previews and complete e-books. There are links to the Touro Library for research, data bases of articles, and scholarly works, as well as online citation generators for APA standards and more. These additional resources may prove helpful for your written assignments

Links to online Active Suggested Readings for each course can be found on the website of Professor Jeffrey Dicker, Director, jdicker.webhop.org.



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Professor Jeffrey H. Dicker, *Director of Student Teaching* Professor Eileene Leibowitz, *Assistant Director of Student Teaching*

Teaching Rubric for Formal Observations of Student Lessons (Practicum)

Student Teaching Observation Rubric: Domain 1 (1 of 5)

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
1a: Demonstrates Content Knowledge (including NYS Learning Standards)	Student teacher displays little understanding of content/standards and makes no connection to other disciplines.	Student teacher has basic understanding of content/standards and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of content/standards and extends connections to other disciplines.	Student teacher has an extensive understanding of content/standards and makes meaningful connections to other disciplines.
1b: Demonstrates Knowledge of Pedagogy	Student teacher displays little understanding of pedagogical content and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
1c: Plans with Knowledge of Student Background, Skills, and Interests to Differentiate Instruction	Student teacher does not use knowledge about student background, skills, and interests to plan lessons that differentiate instruction	Student teacher attempts to use student information to plan lessons that differentiate instruction	Student teacher demonstrates knowledge of students and uses this information to plan appropriate lessons and differentiate instruction.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging lessons that differentiate instruction.
1d: Selects Appropriate Instructional Goals/ Addresses NYS Learning Standards	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources (including technology)	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction (e.g., texts, visuals, and Internet).	Student teacher uses teaching resources sparingly (e.g., texts, visuals, and Internet).	Student teacher consistently makes use of teaching resources (e.g., texts, visuals, and Internet).	Student teacher makes use of a variety of teaching resources (e.g., texts, visuals, and Internet) and seeks out new technologies.
1f: Designs Coherent Instruction	Student teacher designs lessons/units that do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
1g: Assesses Student Learning	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about student understanding of stated goals, and student teacher consistently uses information to plan future lessons.

TOURO COLLEGE
Teaching Rubric for Formal Observations of Student Lessons

Student Teaching Observation Rubric: Domain 2 (2 of 5)

Domain 2: Classroom Environment	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
2a: Creates an Environment of Respect and Rapport	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are consistently appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
2b: Establishes High Expectations	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
2c: Manages Classroom Procedures	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior	Standards of classroom behavior are not communicated and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
2e: Uses Physical Environment to Support Learning Activities	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.

TOURO COLLEGE
Teaching Rubric for Formal Observations of Student Lessons

Student Teaching Observation Rubric: Domain 3 (3 of 5)

Domain 3: Instruction	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
3a: Communicates Clearly and accurately	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions	Student teacher uses closed, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which leads to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which leads to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
3c: Engages Students in Learning	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.
3e: Provides Appropriate Feedback to Students	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the teaching/learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the teaching/learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the teaching/learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

TOURO COLLEGE
Teaching Rubric for Formal Observations of Student Lessons

Student Teaching Observation Rubric: Domain 4 (4 of 5)

Domain 4: Professional Responsibility	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
4a: Reflects on Teaching	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
4e: Exhibits Professional Demeanor	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility	Student teacher is not a responsible professional: exhibits poor attendance/lateness/disrespect for students, colleagues and/or parents.	Student teacher needs to be reminded of professional responsibilities, such as poor attendance/lateness/disrespect to students, colleagues and/or parents.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.
4g: Works Cooperatively with Other Professionals	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and contributes to school activities.

Touro College
Teaching Rubric for Formal Observation of Student Lessons

Student Teaching Observation Rubric: Domain 5 (5 of 5)

Assessment	Unsatisfactory: Unacceptable	Basic: Novice Student Teacher	Proficient: Effective Student Teacher	Distinguished: Advanced Student Teacher
5a. Uses a variety of assessments to plan or adjust instruction or activities	Student teacher uses a limited range of assessments and does not use the information gathered from assessments to plan or adjust instruction or activities.	Student teacher uses a limited range of assessments to plan or adjust instruction or activities for whole class and/or individual students.	Student teacher uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan or adjust instruction for whole class and individual students, including students with disabilities and English learners.	Student teacher consistently uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan and adjust instruction or activities for whole class and individual students, including students with disabilities and English learners.
5b: Models and guides all students in assessing their own learning	Student teacher does not encourage student reflection or self-assessment.	Student teacher encourages student reflection and self-assessment during some learning activities.	Student teacher models reflection and self-assessment strategies and provides some opportunities for student reflection and self-assessment.	Student teacher consistently models reflection and self-assessment strategies and provides ongoing opportunities for student reflection and self-assessment.
5c: Provides opportunities for peer-assessment	Student teacher provides no opportunities for peer discussion related to improving learning.	Student teacher provides opportunities for peer discussion related to improving learning.	Student teacher models strategies and/or provides guidelines to help students engage in peer evaluation of work and provides opportunities for peer discussion.	Student teacher models strategies and provides guidelines to help students engage in peer evaluation of work and provides frequent opportunities for peer discussion.
5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth	Student teacher rarely provides information to students, families, and/or support specialists about ways to improve learning outcomes or encourage personal growth.	Student teacher provides some information to students, families, and/or support specialists about ways to improve student learning outcomes and encourage personal growth, but the information is not clear or is incomplete.	Student teacher regularly exchanges information with students, families, and support specialists about ways to improve student learning outcomes and encourage personal growth.	Student teacher actively involves the student, family, and support specialists in frequent discussion about ways to improve student learning outcomes and encourage personal growth.
5e. Uses assessment to apply evidence-based practices	Student teacher demonstrates little knowledge of assessment tools to plan or implement evidence-based practices.	Student teacher demonstrates some use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher demonstrates consistent use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher systematically assesses student needs to inform the choice and implementation of appropriate evidence-based practices to improve learning outcomes for all students.

TOURO COLLEGE

Graduate School of Education

Practicum - Instructions for Written Assignments

Practicum students complete a 25-page culminating project which includes:

- 1- A Review of Student Experiences in the graduate program (see below)
- 2- Original graded Case Study from the student's second reading course
- 3- Case Study Reflection Paper (see below).
- 4- Written assignment on Assessment of Student Learning (see Table of Contents)

Instructions for Review of Student Experiences:

Students review their experiences in the graduate program and discuss components of the program that have been of particular value to them and why these program components have been of value. Students discuss their practicum observation lessons, including strengths and limitations of the lessons, what was discussed during the post-observation conference with the observing professor, including recommendations for strengthening teaching skills and building positive relationships with children. Students use at least five articles from scholarly journals as references for a discussion of problems facing new teachers (in both general and special education) and the kinds of documented supports that have been found to help new teachers effectively respond to such problems.

Students also present a case study of their work with an individual child. Students work with a child who has a particular problem involving reading skills. Students use an appropriate reading inventory or other assessment device to evaluate the nature of the child's difficulties. Students complete a literature review with abstracts of at least five articles relating to the area of the child's reading difficulty and potential interventions for remediation of the identified problem or set of problems.

Instructions for Case Study Reflection Paper:

Students write a reflection paper on their case study in which they respond to the following questions. These responses should be included at the end of the case study and submitted with the final written work:

1. How did studying an individual child help you to better understand the psychology of the struggling reader? How will this understanding influence your future practices as a teacher?
2. Please discuss how your project helped you to find new strategies to implement as a teacher and aided you in finding new resources to use as a teacher of literacy, particularly for students with reading problems.
3. How did studying an individual child in depth better enhance your teaching?
4. How has conducting this case study helped you to avoid grouping all struggling readers in a "one size fits all" box, and how has it influenced your thinking on the need for differentiated instruction?
5. How has your course work at Touro College prepared you to conduct this case study in an objective and informed manner?
6. How could you improve your performance in fulfilling the case study assignment?

Students conclude their projects with a discussion of how their philosophies of education have developed over the course of their graduate studies and the nature of their ideas on how they might approach selected aspects of their work. Throughout the culminating project, readings from courses should be integrated into the discussion wherever possible.

Papers should have title pages that include identifying information. Where appropriate, subheadings should be used for organizational purposes. Pages should be numbered and follow APA format (APA sheets are included in your student practicum guide). Assistance can be found on jdicker.webhop.org.

TOURO COLLEGE

Reference Guide – Model Citation of Reference

It is important to bear in mind that prosocial behavior takes place within particular social and cultural frameworks (Smith, Cowie & Blades, 1998, p.1). Research supports the idea that to foster prosocial behavior in students, teachers must not simply “teach” such behavior, but must “incorporate values of trust and co-operation into the whole school community” (Smith et al., p. 211). Brown, Grey, and Jones (1991) point out that in using positive reinforcement to reward prosocial behavior, the nature of the person providing the rewards is an important factor in the effectiveness of the intervention (as cited in Smith et al., p. 208).

There have been a number of studies indicating that certain kinds of prosocial behavior have or are associated with benefits for helpers as well as those who are helped (Brown et al., 1991, as cited in Smith et al., 1998, p. 1). One study (Rollins, Dylan, and Monk, 1994) found that kindergarten students who learned to share in their play activities were more likely to have a positive self concept in third grade than children who did not learn to share their playthings during their year of kindergarten (as cited in Smith et al., p. 389). Rollins et al. (1994) found the differences to be statistically significant (as cited in Smith et al., p 389). Grusec (1982) and Hartup (1996) came to similar conclusions.

References

- Grusec, J.E. (1982). The socialization of altruism. In Eisenberg, N. (ed.), *The development of prosocial behavior*. 135-57. New York: Academic Press.
- Hartup, W.W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.
- Smith, P. K.,; Cowie, H. & Blades, M. (1998). *Understanding children’s development*. Malden, MA: Blackwell Publishers.

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Assistance with APA citations, as well as a list of Suggested Readings for each course, can be found on the website of Professor Jeffrey Dicker, Director of Student Teaching:

[jdicker.webhop.org](http://jdicker.webhop.org)

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Online citations can be created using [Son Of Citation Machine](http://citationmachine.net) at: <http://citationmachine.net>

[Noodle Tools](http://noodletools.com/login.php) at: <http://noodletools.com/login.php>

Further help with APA citations can be located at:

- <http://www.tourolib.org/services/students>
- <http://library.ucf.edu>
- <https://owl.english.purdue.edu>
- <http://www.apastyle.org/>
- http://rdc.libguides.com/content.php?pid=51657&sid=379116&search_terms=apa

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE

The term “APA style” refers to a standard way of citing references in your text and in the reference list at the end of your paper. For each journal article, text, electronic information source, etc, cited in your written work, there should be a listing on the reference page(s). No written work should be listed on the reference page that is not cited within the text of your writing and vice versa. Refer to the Publication Manual of the American Psychological Association (2009 edition or newer updates) for examples of other types of citations not described here.

CITING REFERENCES IN YOUR TEXT

There are two ways to cite references in the body of your text (footnotes being unnecessary).

(1) The author’s name will be part of your sentence, as in the following examples:

A typical finding about the families of mildly retarded children was reported by Richardson (1981), who gave group IQ test to all youngsters ages 7 to 9 in a major city in Scotland.

Scott and Caran (1987) described three levels of prevention of mental retardation: primary, secondary, and tertiary.

When referring to particular passages in a text, paraphrasing a text, or quoting from a text, include the page number, e.g., (1987, pp. 23-24).

Note that the date of publication appears in parentheses and all the authors of a given study are listed in the order in which their names appear on the publication.

(2) The author’s name will not be part of the sentence but you wish to cite a given article to support a point you are making. Here are two examples:

Executive function is another key factor in the poor performance of children who are mentally retarded (Baumeister & Brooks, 1981; Borkowski & Day, 1987; Steinberg, 1982).

At one time, many children with LQ scores of 75 who were adapting poorly to school would have been placed in special programs for youngsters with mental retardation; they are not being placed there today (Reschly, 1981).

The first time a reference with multiple authors (three or more) is cited, you must list all the names. Thereafter, you may use *et al.* after the first author’s name (within the same paragraph). With six or more authors, always use *et al.* Use only authors’ last names. Here is an example:

First mention of the reference:

Learning-disabled youngsters are substantially less proficient than their nondisabled peers in computing basic number facts (Fleischner, Garnett, & Shepard, 1982).

Second mention of the reference:

Fleischner et al. (1982) reported a lower incidence of counting strategies among third and sixth-grade LD children than among normally achieving math students.

THE REFERENCE LIST AT THE END OF YOUR PAPER

The reference list at the end of your paper documents the articles used and provides the information necessary to identify and retrieve each source. Sources cited in text must appear in the reference list; conversely, each source referenced in the list must be cited in text. The reference list must be double-spaced, and entries should have a hanging indent. Your reference list should be in alphabetical order by author's last name. Only use authors' initials not first or middle names or any titles (e.g., Ph.D.). The publication year always appears in parentheses after the authors' names. Formats for a variety of types of citations are presented below.

Journal Article

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7.

The authors' names appear in the order in which they appear in the article. The words in the article title are not capitalized (except the first and the first after a colon). Words in the journal name are capitalized and *the journal name is italicized*, the volume number is *italicized*, and the pages are not italicized. The words "volume" and "pages" are not used. Also, note that if there are multiple authors (three or more), a semi-colon separates each name and an ampersand (&) precedes the last author.

Ackerman, P. T.; Anhalt, J. M., & Dykma N, K. A. (1986). Arithmetic automatization failure in children with attention and reading disorders: Associations and sequelae. *Journal of Learning Disabilities*, 19(2), 222-232.

Book

Wadsworth, B. I. (1978). *Piaget in the classroom*. New York: Longman.
Note again that the author's initials are used (not first or middle names), followed by publication year in parentheses. The book title is italicized with only the first word capitalized. The publication location is followed (after a colon) by the publisher.

Chapter in a book

Ashcraft, M. H. (1987). Children's knowledge of simple arithmetic: A developmental model and simulation. In J. Besanz, C. Brainerd, & R. Kail (Eds.), *Formal methods in developmental psychology*. pp. 302-338. New York: Springer-Verlag.

Note that after the author and publication year, the chapter title (with only the first word and the first word after a colon capitalized) is presented. Then the editors are listed, followed by the book title (italicized with only first word capitalized), and pages or volume (with the pp. or Vol. included). This is followed by the publication location and publisher.

ERIC Document

Mead, J.V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for research on Teacher Learning. (ERIC Document Reproduction Services No. ED 346082).

Note that after author, year and title, the location and affiliation of the author appears, followed by the ERIC Document Number in parentheses.

Citing a Work Discussed in a Secondary Source

When referring to an author, article, etc. that was cited within a second text, journal, etc., list only secondary source (where **you** found it) in the reference list. However, cite the original work with the secondary source within the text of your writing. For example, if a study by Margold (1981) was cited in Tournaki (1990), in your text you would write:

Margold's (1981) study (cited in Tournaki, 1990) reported that underachieving students typically feel frustrated and dislike school learning.

In your reference list at the end of the paper, you would only list the Tournaki (1990) article, not the article by Margold.

ELECTRONIC REFERENCES

Citations in Text of Electronic Material

To cite a specific part of a source, indicate the page, chapter, paragraph, figure or table where the information is located. Always give page numbers for quotations. The words *page*, *chapter* and *figure* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

(Smith, 2009, p. 18, fig.4.1)

When an internet-only source is used and no established page number exists, use the paragraph number (if available) preceded by the abbreviation *para*. If neither paragraph nor page numbers are visible, cite the heading and then count to determine the number of the paragraph.

(Myers, 2000, para. 5)

(Beutler, 2000, Conclusion section, para. 1)

Referencing Electronic Source Materials

Internet articles based on a print source

At present, the majority of the articles retrieved from online publications in psychology and the behavioral sciences are exact duplicates of those in their print versions. The date the source was retrieved is no longer required. Material retrieved electronically should include the DOI number (when available). When no DOI number is available, include the URL to indicate where the source was located. Note that no “p.” or “pp.” is used. Follow the same basic primary journal reference:

Author, J.J.; Author, K.K. & Author, M.M. (year). Title of article. *Title of Periodical*, volume number(issue number), pages. doi: 10.0000/0000000000000000

Author, J.J.; Author, K.K. & Author, M.M. (year). Title of article. *Title of Periodical*, volume number(issue number), pages. Retrieved from (include URL here)

What is a DOI?

With the constant increase in the use of computer technology and the demand for fast and reliable access to information, the ability to catalogue and retrieve electronic sources has led to the creation of a stable permanent and unique alphanumeric, 19 character string. It always begins with 10. The prefix <http://dx.doi.org/> should be placed before the unique 19 digit DOI number. This changes the DOI number into a URL format so other people can retrieve the journal article more easily. This concept is similar in purpose to the ISBN number used for books. DOI numbers are only assigned to research and scholarly articles as well as some electronic books. It is not found on magazines, newspapers, newsletters, or trade publications. Electronically retrieved sources should use the DOI (where available) or the URL. The following fictitious examples will assist you:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5(2), 117-123. doi: <http://dx.doi.org/10.1111/0000111100001111> (use no period)

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5(2), 117-123. Retrieved from <http://jbr.org/articles.html>

Article in an Internet-only Journal

(DOI assigned)

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi: <http://dx.doi.org/10.1108/03090560710821161>

(DOI not assigned, use URL)

Fedrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Stand-alone document, no author identified, no date

- If the author of a document is not identified, begin the reference with the title of the document.

GVU's 8th WWW user survey. (n.d.). Retrieved from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

Document Available on University Program or Department Web site

Chou, L., McClintock, R., Moretti, F & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved from Columbia University, Institute for Learning Technologies at: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Electronic Books

For electronic books or Google books, the publisher's name or location of printing will not always be available. In this case, the reference will follow the following format:

Author, A.A. (date) Name of text (edition). Retrieved from the home page URL of the book or Databas Title database.

Jagels, M.,G. (2004). *Hospitality management accounting* (8th ed.)
Retrieved from <http://books.google.com/books>

Ransley, J. & Ingram, H, (Eds). (2004). *Develkoping hospitality properties and facilities* (2nd ed.). Retrieved from the NetLibrary database.

TOURO COLLEGE

SpEd 695: Practicum in Special Education, Grades 1 - 6 Suggested Readings

The Office of Student Teaching has posted online Active Suggested Reading Lists, which have additional books, online book previews and complete e-books. There are links to the Touro Library for research, data bases of articles, and scholarly works, as well as online citation generators for APA standards and more. These additional resources may prove helpful for your written assignments Visit the website of Professor Jeffrey Dicker, Director, jdicker.webhop.org.

Available through Touro College

Bibace, Roger, Dillon, James J., & Dowds, Barbara Noel (eds.) (1999). *Partnerships in Research, Clinical and Educational Settings*. Midtown; HM 1106.P273.

Byram, Michael, Nichol, Adam, & Stevens, David (eds.) (2001). *Developing Intercultural Competence in Practice*. [electronic resource] E-Books; P94.6. D48.

Chen, Jie-Qi, Horsch, Patricia, with DeMoss, Karen & Wagner, Suzanne I. (2004). *Effective Partnership for School Change: Improving Early Childhood Education in Urban Classrooms*. Midwood, LB1139.27.13 C44.

Cooter, Robert B. Jr. (ed.) (2004). *Perspectives on Rescuing Urban Literacy Education: Spies, Saboteurs and Saints*. [electronic resource] E-Books; LC5128. P47.

Griehabaer, Susan, & Cannella, Gaile S. (eds.) (2001). *Embracing Identities in Early Childhood Education: Diversity and Possibilities*. Midwood; LB1139.23.E58.

Neuman, Susan B. & Dickson, David K (eds.) (2003). *Handbook of Early Literacy Research*. Kings Highway; LB1139.5L35H37.

Obiakor, Festus E., Utey, Cheryl A., & Rotatori, Anthony F. (eds.) (2003). *Effective Education for Learners with Exceptionalities*. Women's Building; LC3950.E34.

Smith, Tom E.C. [et al.] (2004). *Teaching Students with Special Needs in Inclusive Settings*. Bay Shore; LC1201.T43.

Additional Readings

Moffatt, Courtney W. & Moffatt, Thomas I. (2003). *Handbook for the Beginning Teacher: An Educator's Companion*. Allyn and Bacon.

Norton, Terry & Land, Betty Lou Jackson (2003). *Literacy Strategies: Resources for Beginning Teachers, Grades 1-6*. Prentice Hall.

Pelletier, Carol Marra (2003). *Strategies for Successful Student Teaching*. Red Leaf Press.

Rosenberg, Michael S., O'Shea, Lawrence, & O'Shea, Dorothy (1991). *Student Teacher to Master Teacher: A Handbook for Pre-Service and Beginning Teachers of Students with Mild and Moderate Handicaps*. Prentice Hall.

Safer, Steffen (2003). *Practical Solutions to Practically Every Problem: The Early Childhood Teacher's Manual*. Red Leaf Press.

Wong, Harry L. & Wong, Rosemary T. (2004). *First Days of School: How to be An Effective Teacher*. Harry K. Wong Publications.

Touro College

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Instructor Comments Practicum (SpEd 683, SpEd 695, SpEd 677)

Student Name:	Touro Student ID:	Date:
Course #: Select 1/Section:	Semester: Select 1 Year: Select 1	Instructor:

Direction for the instructor: Please complete the heading above, the grading items below and comments, by clicking in the gray areas. Gray areas will expand as needed. Save the document and close Microsoft Word. Please email the document to your student and insert a printed copy of this completed document into the student’s portfolio before delivering the books to the Office of Student Teaching.

Note: Comment Forms can be found on <http://jdicker.webhop.org>

Assignment	Points	Comments
Lesson Presentation Observed (25%)	Average performance as indicated in observation form (25 pts)..... 0	
Analysis of Log for Observations of Lesson Presentations (10%)	Writing: (5 pts) 0 Depth and extent of analysis: (5 pts) .. 0	
“Issues of Importance” Questions (10%)	Writing: (3 pts)0 Depth and extent of analysis: (7pts).... 0	
Cooperating Teacher Evaluations (10%)	Overall average: (10 pts) 0	
Written Assignment on Evidence-Based Methods of Instruction and Intervention (10%)	Writing: (3 pts) 0 Depth and extent of analysis: (7pts).... 0	
Reflection Paper on Case Study (10%)	Writing: (3 pts) 0 Depth and extent of analysis: (7pts) ... 0	
Essay on Course of Studies in the Graduate Program, including citing articles and sources (10%)	Writing: (3 pts) 0 Depth and extent of analysis: (7pts) ... 0	
Group Meetings and Exams (10%)	Average of test scores : (10 pts) 0	
Portfolio Presentation (5%)	Overall organization and attractiveness of presentation: (5 pts) 0	
Total Points: 97-100=A+; 93-96=A; 90-92= A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C- 68-69=D+; 66-67=D; 65=D-; Below 65=F	General Comments:	