**Auburn University**

**Department of Special Education, Rehabilitation, & Counseling**

**RSED 5420/6420 RSED Specialized Curriculum in Mathematics**

Pre-requisites: RSED 3000, admission to teacher education

**Co-requisite:** RSED 4931/7931Practicum Elementary II grades 3-5 Literacy and Numeracy (2 semester hours, 18 contact hrs/week)

**Time/Place:** Tues. & Thurs., 12:30-1:45, College of Education Building 2203

**Instructor Information**

Instructor Name: Vanessa Hinton Ph.D.

Office: College of Education Building 3146

Email: vmh0002@auburn.edu

**\*\*** All communication with the instructor should come through AU email above. Check your AU email and send your instructor course questions, requests for feedback, and information about absences using the email addresses above.

**Office Hours:** Tues and Thurs 10:45-12:15

**Date Syllabus prepared:** August 2025 (subject to change during the Fall semester)

**Texts**

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2023). *Elementary and middle school mathematics: Teaching developmentally, 11th* edition. Pearson.

Jitendra, A. K. (2007). *Solving math word problems: Teaching students with learning disabilities using schema-based instruction.* Pro-ed.

Lambert, R. (2024). *Rethinking disability and mathematics: A UDL math classroom guide for grades K-8.* Corwin.

Other course texts and readings are posted on Canvas:

* Alabama College and Career Ready Standards
* Ed TPA Handbook
* Example articles
  + Lambert, R., & Stylianou, D. A. (2013). Posing cognitively demanding tasks for all students. *Mathematics Teaching in the Middle School, 18*(8), 500-506.
  + Hunt, J. R., MacDonald, B, Lambert, R., Sugita, T., & Silva, J. (2018). Think-pair-show-share to increase classroom discourse. *Teaching Children Mathematics, 25*(2), 8-84.

\*Excepts from this text will be used in RSED 5120/6120 and 5420/6420

**Course Description:** This course will provide candidates with understanding mathematics content, pedagogy, and learning trajectories so that they will select, develop, implement, and evaluate mathematics instruction for children in grades 3-5, including students with disabilities and students who are English language learners. Candidates will learn how to build a foundation of conceptual understanding of mathematics concepts within grades 3-5 standards, to support strategic reasoning, and problem solving that leads to procedural fluency. Candidates will use the principles of universal design for learning to make mathematics accessible to all children.

**Course Objectives**

1. Candidates will design learning experiences based on the Alabama Course of Study for Mathematics, the National Council of Teachers of Mathematics Teaching Practices, the Standards of Mathematics Practice in which K - 6 students are challenged to problem solve, analyze, and evaluate real-world situations and can demonstrate their competence and build on prior knowledge.

2. Candidates will understand, explain, and model how efficient base-ten computation methods for addition, subtraction, multiplication, and division rely on decomposing numbers represented in base ten according to the base-ten units represented by their digits and applying (often informally) properties of operations, including the commutative and associative properties of addition and multiplication and the distributive property, to decompose a calculation into parts. *(ACOS 3.10, 3.11,3.12, 4.10, 4.11, 4.12, 5.6, 5.7, 5.8)*

3. Understand, explain, and model how to use drawings or manipulative materials to reveal, discuss, and explain the rationale behind computation methods. *(ACOS 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.11, 3.12, 4.2, 4.3b, 4.10, 4.11, 4.12, 5.7)*

4. Candidates will understand, explain, and model the different types of problems solved by addition, subtraction, multiplication, and division, and meanings of the operations illustrated by these problem types. *(ACOS 3.3, 3.8, 4.1, 4.2, 4.3, 5.1)*

5. Candidates will understand, explain, and model teaching/learning paths for single-digit multiplication and associated division, including the use of properties of operations. *(ACOS 3.1, 3.2, 3.5, 3.6, 3.7)*

**6. Candidates will understand, explain, and model fractions as numbers, which can be represented by area and set models and by lengths on a number line. Define *a/b* fractions as *a* part, each of size *1/b*. Attend closely to the whole (referent unit) while solving problems and explaining solutions. *(ACOS 3.13, 3.14)***

**7. Candidates will understand, explain, and model addition, subtraction, multiplication, and division problem types and associated meanings for the operations extend from whole numbers to fractions. *(ACOS 4.15, 4.16, 5.11, 5.14, 5.15)***

**8 . Candidates will understand, explain, and model the rationale for defining and representing equivalent fractions and procedures for adding, subtracting, multiplying, and dividing fractions. *(ACOS 3.15, 4.13, 4.14, 4,17, 4,18, 4.19, 5,9, 5.10, 5.12)***

**9. Candidates will understand, explain, and model the connection between fractions and division, a/b = a÷b, and how fractions, ratios, and rates are connected via unit rates. *(ACOS 5.11)***

**10. Candidates will understand, explain, and model how to extend the base-ten system to decimals and use number lines to represent decimals. Explain the rationale for decimal computation methods. *(ACOS 5.3, 5.4a, 5.5, 5.8)***

**11. Candidates will understand, explain, and model how quantities vary together in a proportional relationship, using tables, double number lines, and tape diagrams as supports. *(ACOS 6.1, 6.2, 6.3)***

**12. Candidates will understand, explain, and model** proportional relationships from other relationships, such as additive relationships and inversely proportional relationships. *(ACOS 5.13, 7.2)*

**13. Candidates will understand, explain, and model** unit rates to solve problems and to formulate equations for proportional relationships. *(ACOS 5.13, 7.1, 7.2)*

Course Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Topic | | Readings | Course Objectives Addressed | Assignments due |
| Week 1 | Computation methods for addition and subtraction algorithms for multidigit numbers  Model with representations and numbers various algorithms (e.g., partial sums, standard, expanded form, trade first, friendly numbers etc…) with anchor chart review, provide explanations for how and why the algorithms work  Content knowledge: Given muti-digit addition and subtraction equations, show three ways to find sum/difference | | Van de Walle et al. Ch 11  Lambert Ch 9 | 2,3 | Content knowledge exit ticket |
| Week 2 | Pedagogy for multi-digit addition and subtraction algorithms with CSA  Group activities for modeling mathematical instructional practices using MTPs and developing appropriate formative or summative assessments  use of the concrete-semi-concrete-abstract sequence, universal design for learning, addressing student misconceptions | | Van de Walle et al. Ch 11 | 1,2,3 |  |
| Week 3 | Single digit multiplication and division meaning of operations  Demonstrate content knowledge with visual and verbal explanations of the operations and differentiation between additive and multiplicative reasoning  Design relevant problems associated with multiplicative reasoning | | Van de Walle et al. Ch 8 | 2,3 | **Learning segment Context, 4 lesson objectives, 5 planned assessments for learning segment**  Content knowledge exit ticket |
| Week 4 | Fact fluency, math games and reasoning strategies for multiplication and division  Pedagogy: Model mathematical instructional practices with relevant problems, use of the concrete-semi-concrete-abstract sequence, universal design for learning, appropriate assessment and addressing student misconceptions | | Van de Walle et al. Ch 9  Lambert Ch 9, 10 | 1,4,5 | **Planning for general education observation (what are you looking for and why)**  **Content Quiz** |
| Week 5 | Rational numbers: Understanding models (area, sets, and number lines) to make and compare fractions, universal design for learning, addressing student misconceptions  Notice and Wonder Routine  Content knowledge: (1)Given a fraction, use pictures, and number lines to represent it with the area, set, and length model (2) Given a series of proper fractions, improper fractions and mixed numbers, plot on a number line. | | Van de Walle et al. Ch 14 | 6 | **Learning segment Lesson 1, outline of Lessons 2-4**  **Content Quiz**  Content knowledge exit ticket |
| Week 6 | Rational numbers: fraction equivalence, designing relevant problems, worked examples, universal design for learning, addressing student misconceptions  Content knowledge: Given a fraction, identify an equivalent fraction using visual models and mathematical properties to explain reasoning and procedures  Pedagogy: Design lesson activities based on mathematical teaching practices that support students’ mathematical practices with appropriate assessment tasks | | Van de Walle et al. Ch 15  Lambert & Stylianou (2013). | 1,8 | **General Education Observation Summary and Reflection 1**  **Content Quiz**  Content knowledge exit ticket |
| Week 7 | Number Talk  Rational numbers: fraction addition and subtraction, designing relevant problems, worked examples, universal design for learning, addressing student misconceptions  Content knowledge: Given an addition/subtraction equation with fractions with unlike denominators, use visual models and mathematical properties to explain reasoning and procedures  Pedagogy: Design instructional activities and assessments based on mathematical teaching practices and developing students’ mathematical practices | | Van de Walle et al. Ch 15 | 1,7,8 | **Learning segment Task 1 Draft**  **Content Quiz**  Content knowledge exit ticket |
| Week 8 | Number Talk  Rational numbers: fraction multiplication and division designing relevant problems, worked examples, universal design for learning, addressing student misconceptions  Content knowledge: Given a multiplication or division equation with fractions, use visual models and mathematical properties to explain reasoning and procedures  Pedagogy: Design instructional activities based on mathematical teaching practices and developing students’ mathematical practices | | Van de Walle et al. Ch 15 | 1,7,8 | **Graduate review and reflection draft**  **Rational number lesson plan draft**  **Content Quiz**  Content knowledge exit ticket |
| Week 9 | Rational Numbers: relation among fractions, decimals, and percents  Use of number lines and area models, number sense  Content Knowledge: Given benchmark fraction and fractions, show as a decimal or percent using visual models and numbers.  Pedagogy: Design instructional activities based on mathematical teaching practices and developing students’ mathematical practices | | Van de Walle et al. Ch 16 | 1,10 | **Learning segment Task 1 final**  **Content Quiz**  Content area exit ticket |
| Week 10 | Decimal and percent computation  Content knowledge: Explain the abstract procedures for adding/subtracting decimals using visual representations and mathematical properties  Pedagogy: Design instructional activities based on mathematical teaching practices and developing students’ mathematical practices | | Van de Walle et al. Ch 16 | 1,10 | **General Education Observation Summary and Reflection 2**  **Content Quiz**  Content area exit ticket |
| Week 11 | Proportional reasoning, schema-based instruction, explain how fractions are related to division  Pedagogy: develop activity with purposeful questions that support students’ development of proportional reasoning  Content knowledge: develop additive and multiplicative compare problems and explain the differences in reasoning  Use of mathematical teaching practices and developing students’ mathematical practices | | Van de Walle et al. Ch 17  Jitendra SBI manual | 1,9 | **Task 2 video submitted to Box folder**  **Content Quiz**  Content area exit ticket |
| Week 10 | In small groups, proportional reasoning, lesson sequence and planning for schema-based instruction for differentiation across problem types that require additive and multiplicative reasoning  Demonstrate content knowledge with explanations for how and why  Use of mathematical teaching practices and developing students’ mathematical practices | | Jitendra SBI manual | 1,9,13 | **Rational number lesson plan video**  **Content Quiz** |
| Week 13 | Content area: given a “which on does not belong” activity, explain and justify solution, evaluate solutions provided by others  Pedagogy: in groups, develop a “which on does not belong” activity with supports for mathematics discourse and purposeful questions | | Van de Walle et al. Ch 17 | 1,11 | **Task 2&3 final**  **Content Quiz**  Content area exit ticket |
| Week 14 | Differentiate between additive and proportional relationships  Examine student work/interviews  Pedagogy Examine student work/interviews to identify strengths and misconceptions | | Van de Walle et al. Ch 17 | 1,12 | **Graduate review and reflection**  **Content Quiz** |
| Week 15 | Unit rate problems and equations for proportional relationships  Pedagogy: create culturally relevant unit rate problems with plans for supporting students’ use mathematical practices | | Van de Walle et al. Ch 17 | 1,13 | **Schema-based instruction lesson sequence**  **Content Quiz** |
|  | | **Finals Week – final exam comprehensive of all course content** | | | |

**Course Requirements and Evaluation** Candidates enrolled in 5420 and on-campus 6420 sections are required to: a) follow university health and safety guidelines, b) successfully complete all required projects and submit on Canvas no later than the date designated for each project, c) take all required quizzes and exams, d) attend class or regularly watch recordings and attend Zoom conferences (distance).

Candidates enrolled in 6420-D-01 are required to: a) watch all class recordings within a week of the posting, b) successfully complete all required projects and give to the instructor no later than the date designated for each project, c) take all required exams, d) schedule Zoom conferences for project assistance, and e) encouraged to read assigned materials prior towatching classes.

**Content Quizzes (120 points). There will be 12 content quizzes throughout the course. These will assess your understanding of the mathematics content knowledge covered in the course. Candidates will use models and differentiate among pictures, explanations, and equations to demonstrate how whole numbers, rational numbers, operations, rates and proportions work.** This also includes examining student work samples. The instructor must be given notice of illness or other university-approved absence 24 hours prior to the quiz in order to reschedule.

* **Sample quiz items: (a) given sample word problems, choose ones for which the solution would be ; (b) given area, set, and number line models of various fractions, choose the one that shows ; (c) given student work samples showing strategies for subtracting multi-digit whole numbers (e.g. misconceptions such as ), identify the strategies and tell how they will work for any subtraction equation for whole numbers.**

**Final Exam (100 points total )** There will be a final exam to assess your **mathematics content knowledge and pedagogical content knowledge** across the entire course. These will be similar to the items from the quizzes completed across the semester.

**General Education Observation Summaries and Reflections (2 x 25 = 50 points total)** Each candidate will complete two documents that summarize and reflect on their experiences observing concepts taught in a general education classroom. It is the candidate’s responsibility to ensure that the observations will be comprised of teaching and student engagement (e.g., observations of benchmark assessments, students doing independent work, etc… will not be accepted). The instructor will provide a template with headings to guide the development of documents written in APA style. To produce each document, the candidate will observe in a general education mathematics classroom on two consecutive days. This means that a candidate will observe on four occasions total to complete both observation documents. The summary and reflection will include descriptions and explanations of mathematics practices and NCTM teaching practices that might be observed (written prior to the observation), a description of the practices observed across the two visits, and a reflection upon how the practices observed impacted student learning and reflection upon why practices were implemented or not implemented as expected.

**Rational number lesson plan, video implementation, analysis of student work (75 points)** Each candidate will plan a lesson for a student or group of students in their co-requisite grade 3-5 practicum setting to teach a rational number concept within the grades 3-5 Alabama Course of Study. The candidate will analyze a sample of the student’s work for planning purposes. The lesson plan will include problems to ensure relevance to the student’s experience, use of multiple representations, mathematical practices, and appropriate scaffolds to support productive struggle. There will be a required draft for feedback prior to the final draft. The candidate will implement the lesson using a video recording device and upload the video to Box. The candidate will analyze the student’s work before and after the lesson to determine its effect on student learning.

**Schema-based instructional lesson sequence and commentary (75 points)** Each candidate will plan a series of lessons for a student with a mathematics learning disability to solve problems that involve multiplicative and proportional reasoning. The instructor will provide a case study that describes a learner and includes work samples that show the student’s misconceptions. Candidates will develop a learning goal and objectives that will lead to the learning goal. Candidates will use schema-based instruction to teach problem types, an evidence-based intervention for students with learning disabilities. Lessons and their associated objectives will systematically build the student’s understanding of problem types such that they can engage in mathematics practices to differentiate among problem types, choose a solution path, and justify their work. Each candidate will write a commentary that explains how their lesson sequence supports the student’s progress toward the learning goal, is supported by research and theory, provides support for communication skills, maintenance, generalization, and self-management.

**Instructional Segment Planning – Task 1 (15 drafts + 75 final = 90 Points)** Using the Alabama College and Career Ready Standards, each candidate will develop a learning segment that consists of a series of 4 lesson plans using the concrete-semi-concrete-abstract lesson sequence to teach a concept within the whole-number operations standards in grades 3-5 for a student or a group of students with a disability in their co-requisite 3-5 practicum setting. The purpose of these lessons is to assess ones’ ability to apply mathematics research-validated methods and strategies learned within the course to instructional practice. **Lessons that do not follow practices from the textbook, notes, and lectures will not receive credit.** These lessons must reflect 4 lessons in which a child’s understanding of a particular concept will be developed as the learning goal. Each of the 4 lessons must differ in level or complexity of the concept. One lesson cannot be repeated multiple times; it is assumed that appropriate practice opportunities and repetition will be provided.

An objective based on the Alabama College and Career Ready Standards must be included for the lessons and each individual lesson should reflect learning objectives required to meet the goal. Candidates will teach a student in their concurrent practicum placement. The components of the learning segment plan are as follows:

Description of the context for learning

* + Description of setting (school, classroom type, grade level)
  + Your role in the learner’s program (e.g., special education teachers who provides…)
  + Schedule for instructional time
  + Primary language of learner
  + Identify the instructional program using
  + Describe size and composition of instructional group
  + Describe the learner (age, gender, cultural background, disability
  + Describe behavioral support provided for the learner

Detailed Lesson Plans for learning segment (4 lessons)

Instructional materials

Assessment materials to be used from baseline to final assessment (baseline provided)

Planning commentary

* + Identify learning goal and related lesson objectives (chart provided)
  + Describe any accommodations made to the learning environ based on IEP and as related to goal
  + Planning alignment table (goal, curricular area, IEP goal, standards)
  + Explain how learner’s IEP goal aligns with learning goal
  + Explain how lesson objectives, learning tasks, and materials are sequenced to move the learner toward goal and standards, build connections between previous and new learning, and move the learner toward generalized , maintained, self-directed use of knowledge/skills for learning goal
  + Describe the learner’s prior experiences, including prerequisite knowledge related to lesson objectives
  + Describe social and emotional development
  + Describe personal, family, community, cultural assets (interests, strengths, supports)
  + Describe any other information about the learner that will influence instructional planning
  + Describe how the learning materials, tasks, and supports capitalize on learner’s strengths/ interests
  + Justify choices of learning tasks, materials, and supports based on learner’s strengths, needs, and principles of research/theory
  + Explain how, throughout the segment, you will help the learner generalize, maintain, or self-manage knowledge, skills, supports
  + Identify a communication skill that the focus learner needs to demonstrate learning foe the goal
  + Identify and describe language within the discipline associated with the learning goal
  + Describe how the learner will use the communication skill to participate
  + Describe the instructional supports that help the learner acquire, generalize, maintain, and use the targeted communication skill, vocabulary demands identified previously
  + Explain how daily assessments and assessment record will provide evidence that the focus learner made progress toward the goal toward the lesson objectives and that support and challenge were appropriate

**Implementation and Assessment of Instructional Segment - Task 2 & 3 (draft + final =55 Points)** Candidates will implement their approved instructional segment lessons with a student or group of students in their co-requisite 3-5 practicum setting. Using the lesson segment plans, you will video your implementation of lesson 2 from the advance organizer to the beginning of the independent practice, just as written and approved from the Task one commentary. You will create a feedback video using the components of effective feedback. The instructional lessons and feedback will be completed with a student in your practicum setting. The videos should include you, the lesson materials, and audio of the student. The video will be used to highlight your use of effective instructional practices described in your planning commentary with time stamps for each practice. Videos will be submitted to a Box folder created by the instructor for review prior to the commentary draft. Videos that do not appear in the Box folder will not be viewed.

Implementation will include work samples and assessments of student work collected from baseline through the end of the learning segment. Submission of these products should include evidence of your feedback to the student.

Using the samples of student work and the video evidence, you will write a commentary reflecting on the results of the learning segment that includes responses to the following:

Analysis of focus learner performance

* + Identify lesson objectives from the learning segment measured by each daily assessment record
  + Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson obj from what was described in lesson plans, and explain why changes were made
  + Summarize the focus learner’s progress toward the learning goal as reflected in the lesson objectives.
  + Analyze the focus learner’s performance based on strengths and needs. Include error analysis
  + Analyze the focus learner’s performance based on the types of planned support provided to the learner
  + Explain how the planned supports did or did not impact the focus student’s learning and how it provided access to the content

Feedback to guide further learning

* + Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.
  + How did you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal?

Evidence of use of expressive/receptive communication skill

* + Explain the focus learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
  + Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
  + Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation

Use of assessment to inform instruction

* + Describe next steps for instruction to improve or continue learning based on evidence based practices, research and theory.
  + Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

**Class Activities (35 points):** Candidates will engage in activities and exercises related to course material during each class meeting and when applicable, complete exit tickets. This includes scheduled individual conferences which will not be made up without prior notice of absence due to university approved excuse. These exercises cannot be made up if absent from class. Points will be earned based on attendance and active participation. Participation is defined as completion of exit tickets if applicable, attendance with active completion of and/or attention to tasks and active discussion. It is the candidate’s responsibility to ensure that she/he is counted as present. Points will be assigned based on the percentage of class meetings with appropriate attendance and participation (e.g., If a candidate attended 27 of 30 class meetings, they would earn 90% of the points or 27 out of 30 points) Percentages will be adjusted in the event of university approved absences. The instructor must be given prior notice of an absence that will later be verified with a university approved excuse no more than 1 week after absence.

Distance education candidates will be given credit based on their participation in Canvas after each class meeting. In order to be present, one must watch before the next class meeting. Canvas tracks each candidate’s access to videos and class materials. Each Tuesday and Thursday at 11am, the instructor will verify the distance candidate’s activity on Canvas.

**Graduate Candidate Review and Reflection (20 points)** Graduate candidates will review the following article found on Canvas. They will describe the teaching practices and reflect on how to use them in an elementary intervention setting so that students have access to grade level standards.

Hodges, T. E., Johnson, M., & Roy, G. (2017). Bridging informal and formal reasoning. *Teaching Children Mathematics, 23*(6), 368-375

Peters, S. A., Bennett, V. M., Young, M., & Watkins, J. D. (2016). A fair and balanced approach to the mean. *Mathematics Teaching in the Middle School, 21*(6), 364-372.

Franklin, C. A., & Mewborn, D. S. (2008). Statistics in the elementary grades: Exploring distribution of data. *Teaching Children Mathematics, 15*(1), 10-16.

English, L. D. (2014). Statistics at play. *Teaching Children Mathematics, 21*(1), 36-44.

**Grading and Evaluation:**

| **Undergraduate Assignments** | **Pts** | **Graduate Assignments** | **Pts** |
| --- | --- | --- | --- |
| Final Exam | 100 | Final Exam | 100 |
| Quizzes (12 x 10 each) | 120 | Quizzes (12 x 10 each) | 120 |
| General education observation and reflections (2 x 25 points each) | 50 | General education observation and reflections | 50 |
| Rational number lesson plan and video | 75 | Rational number lesson plan and video | 75 |
| Schema-based Instruction lesson sequence | 75 | Schema-based Instruction lesson sequence | 75 |
| Class Activities | 35 | Class Activities | 35 |
| Instructional Segment Planning Task 1   * Context, objectives, assessments (5) * Lesson one, outlines (5) * Task one draft (5) * Task one final (75) | 90 | Instructional Segment Planning Task 1   * Context, objectives, assessments (5) * Lesson one, outlines (5) * Task one draft (5) * Task one final (75) | 90 |
| Instructional Segment Implementation & Assessment Task 2 & 3   * Task 2 Videos (lesson 2, feedback) (5) * Task 2 & 3 draft (0) * Task 2 & 3 final (50) | 55 | Instructional Segment Implementation & Assessment Task 2 & 3   * Task 2 Videos (lesson 2, feedback) (5) * Task 2 & 3 draft (0) * Task 2 & 3 final (50) | 55 |
|  |  | Graduate Review and Reflection | 20 |
| **Total** | **600 pts** | **Total** | **620 pts** |

Undergraduate candidate performance in class will be determined according to the following scale: A=540-600, B=480-539.999, C=420-479.999, D=360-419.999, F=0-359.999. Grades will not be rounded (i.e., 539.5 points is a grade of B).

Graduate candidate performance in class will be determined according to the following scale: A=558-620, B=496-557.999, C=434-495.999, D=372-433.999, F=0-371.999. Grades will not be rounded (i.e., 557.5 points is a grade of B).

**Class Policies**

**Extra Credit*:*** There is an RSED 5420/6420 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

**Attendance:** Candidates are expected to attend class and participate in class discussions and activities. Attendance for RSED 5420 is defined as presence in the classroom.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments and drafts must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. Tests must be completed through Canvas on the assigned day. **No late assignments or late test submissions** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified later as a university approved excuse. When prior notice is provided and the candidate has a university approved excuse, they will have **one week** from the time they return to class to turn in the assignment.

**NOTE: Any assignments or tests completed and/or submitted that do not comply with the above requirements will not be accepted for credit.**

**Canvas does not accept assignments after the class start time. Any assignment emailed to the instructor with a time stamp after class meeting time will not be accepted.**

**Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the candidate within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the candidate initiates arrangements for it.

**Instructor feedback*:*** With the exception of Thanksgiving/Spring Break, if emailed **one week before the due date and the candidate has completed assigned drafts**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

**Classroom Behavior and Honesty*:*** Candidates are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Candidates have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code:** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Candidate Government Association’s Code of Laws. Candidates are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, candidates are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Accommodations*:*** Candidates who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Academic Grievance Policy*:*** The purpose of this university policy is to “resolve academic grievances of candidates, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.

**Contingency Plan:** In the unlikely event that either instructor(s) or candidates are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

**General Education Observation Summary and Reflection Grading Rubric** (25 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 points | 4 points | 3 points | 2 points | 0-1 point |
| Descriptions and explanations of mathematics practices that one might expect to observe | Candidate names and provides meaningful examples of the eight mathematical practices | Candidate names and describes each of the eight mathematical practices | Candidate names each of the eight mathematical practices and most of the descriptions are accurate | Candidate names at least four of the mathematical practices and includes accurate descriptions | Candidate names less than four of the mathematical practices, descriptions may inaccurate or missing |
| Descriptions and explanations of NCTM teaching practices that one might expect to observe | Candidate names and provides meaningful examples of the eight teaching practices | Candidate names and describes each of the eight teaching practices | Candidate names each of the eight NCTM teaching practices and most of the descriptions are accurate | Candidate names at least four of the NCTM teaching practices and includes accurate descriptions | Candidate names less than four of the NCTM teaching practices, descriptions may inaccurate or missing |
| Description of the mathematical and teaching practices observed across the two visits, | Candidate provides detailed descriptions of the practices observed including specific behaviors, actions, activities, and use of materials that accurately exemplify the named practices | Candidate provides detailed descriptions of the practices observed. For most named practices, the candidate tells about specific behaviors, actions, activities, and materials that accurately exemplify the named practices | Candidate provides descriptions of the practices observed. For half of the named practices, the candidate tells about specific behaviors, actions, activities, and materials that accurately exemplify the named practices | Candidate provides descriptions of the practices observed, but related details are missing. | Candidate does not provide accurate descriptions of mathematical practices or teaching practices |
| Reflection upon how the practices observed impacted student learning | Candidate provides detailed descriptions of student behaviors, actions, or products with sound rationale for making judgements about those were evidence of learning. Clear explanation of the decision processes used to consider how observed practices were related to learning. Multiple statements about alignment between observations and what the candidate learned from readings and course activities | Candidate provides detailed descriptions of student behaviors, actions, or products with a rationale for making judgements about those were evidence of learning. There is an attempt to explain decision processes used to consider how observed practices were related to learning. One statement about alignment between observations and what the candidate learned from readings and course activities | Candidate provides descriptions of student behaviors, actions, or products and there is a link between that evidence and the practices observed. However, the processes for that consideration are not articulated clearly | Candidate provides description of student learning with statements that connect learning to practices without reflection upon their thinking process | Candidate provides vague descriptions of student learning |
| Reflection upon why practices were implemented or not implemented as expected | The candidate describes the extent to which each of the practices were or were not implemented during the observations. This includes explanations of judgement based on context, content, and learning trajectories | The candidate describes the extent to which each of the practices were or were not implemented during the observations. There are explanations of judgement for most practices | The candidate describes the extent to which each of the practices were or were not implemented during the observations, but explanations for judgment are not clear | The candidate describes the extent to which some practices were or were not implemented during the observations, and explanations for judgment are not clear | The candidate describes the extent to which some practices were or were not implemented during the observations, and there are no explanations for these judgments |

**Rational number lesson plan, video implementation, analysis of student work (75 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 5 points | 3 points | 0-1 point |
| Lesson Draft | 5 | All components of the lesson draft are attempted and submitted by the due date | At least half of the lesson draft components are attempted and it is submitted by the due date | Less than half of the lesson draft components are attempted or the they are not submitted by the due date |
| candidate will analyze a sample of the student’s work for planning purposes | 5 | A written sample of the student’s work and notes related to their explanation are submitted. The candidate explains the strengths and misconceptions exhibited in a clear and logical manner. The candidate proposes a reasonable lesson goal to address the student’s’ needs | A written sample of the student’s work and notes related to their explanation are submitted. The candidate reports inaccuracies without analysis related to the student’s conceptions or understandings | A written sample and/or notes related to explanation are missing. |
| The lesson plan will include problems to ensure relevance to the student’s experience | 5 | Lesson materials include item situations in which rationale numbers are used in a meaningful way that align with the student’s experiences, interests, or home/community activities | Lesson materials include item situations in which rationale numbers are used in a general way and connection to student’s unique experiences is not clear | Lesson materials do not indicate that the candidate made an effort to make them relevant to the student |
|  |  | 20 points | 15 points | 0-10 points |
| Lesson plan | 20 | Candidate plans lesson according to practicum guidelines, includes appropriate mathematics content and vocabulary, and written such that the reader can visualize teaching behaviors | Candidate plans lesson according to practicum guidelines, includes appropriate mathematics content and vocabulary, but teaching behaviors are not explicitly described | Lesson plan is missing components required by the practicum guidelines, may include inappropriate mathematics content or vocabulary |
|  |  | 5 points | 3 points | 0-1 point |
| use of multiple representations | 5 | The lesson plan and materials have manipulative and/or visual representations of rational numbers that accompany abstract symbols. The type of representation is used according to best practice to enhance conceptual understanding of abstract symbols and is appropriate based on the learning trajectory, student’s needs, and rational number concept | The lesson plan and materials include manipulative and/or visual representations of rational numbers that accompany abstract symbols. The candidate does adequately make connections between the representation the symbols to develop conceptual understanding | The lesson plan and materials do not include manipulative and/or visual representations of rational numbers that accompany abstract symbols or inappropriate representations are used. |
| mathematical practices | 5 | The lesson plan and materials clearly support the student in making sense of problems, reasoning abstractly and quantitatively, constructing and critiquing arguments, strategic use of mathematics tools, and attending to precision. | The lesson plan and materials clearly support at least two mathematical practices | There is no indication that mathematical practices are supported by the lesson plan or materials |
| appropriate scaffolds to support productive struggle | 5 | The lesson plan includes multiple planned examples of prompts to be used to support the student’s productive struggle | The lesson plan includes one planned example of prompt to be used to support the student’s productive struggle | There is not plan to support productive struggle |
|  |  | 10 points | 5-8 points | 0-4 points |
| Lesson Implementation | 10 | Lesson video shows positive learning environment and engaging teaching behaviors throughout (e.g., seamless transitions, consistent enthusiasm, comfort and ease in using materials) | Lesson video shows positive learning environment, but there are lapses in engaging teaching behaviors that interfere with student engagement | Lesson video does not shows consistent teaching behaviors that interfere with a positive learning environment and discourage student learning and engagement |
| Lesson Implementation | 10 | The lesson video shows implementation of the lesson and materials as planned with appropriate practices and vocabulary | Lesson video shows that planned components of the lesson are missing, but teaching practices vocabulary are appropriate | Lesson video shows inappropriate teaching practices and/or inappropriate vocabulary |
|  |  | 5 points | 3 points | 0-1 point |
| Analyze the student’s arguments and work before and after the lesson to determine its effect on student learning. | 5 | Candidate clearly describes differences in the student’s conceptions before and after instruction with examples from arguments and written work | Candidate clearly describes differences in the student’s conceptions before and after instruction, but does not reference specific examples | Candidate does not accurately describe differences in student work or arguments |

**Schema-based Instruction Learning Segment and Commentary Rubric (75 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Segment Lessons | | | |
|  | 10 points | 5-8 Points | 0-1 point |
| Lesson One | **Advance Organizer and Post Organizer:** Adv Org includes an appropriate review, statement of topic, relevance, expectations and Post Org includes summary and review of student’s self-made goal  **Model:** model includes physical and cognitive demonstration through thinking aloud, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** guided practice includes a clear back and forth exchange in actions to complete all problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org includes a review, statement of topic, relevance, expectations; one or all may need improvement. Post Org includes a summary and review of student’s self-made goal  **Model:** model includes vague descriptions of physical and cognitive demonstration, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** includes back and forth exchange in actions to complete most problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org is missing review, statement of topic, relevance, or expectations  **Model** does not include student engagement or includes inappropriate vocabulary or methods  **Guided Practice** is a series of questions rather than back and forth between teacher and student  **Independent Practice** items are not relevant to topic or student is not asked to set own goal for learning  **Items** do not reflect learner’s interest and experience based on case study  **Lesson objective and content** do not systematically build to overall goal |
| Lesson Two | **Advance Organizer and Post Organizer:** Adv Org includes an appropriate review, statement of topic, relevance, expectations and Post Org includes summary and review of student’s self-made goal  **Model:** model includes physical and cognitive demonstration through thinking aloud, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** guided practice includes a clear back and forth exchange in actions to complete all problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org includes a review, statement of topic, relevance, expectations; one or all may need improvement. Post Org includes a summary and review of student’s self-made goal  **Model:** model includes vague descriptions of physical and cognitive demonstration, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** includes back and forth exchange in actions to complete most problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org is missing review, statement of topic, relevance, or expectations  **Model** does not include student engagement or includes inappropriate vocabulary or methods  **Guided Practice** is a series of questions rather than back and forth between teacher and student  **Independent Practice** items are not relevant to topic or student is not asked to set own goal for learning  **Items** do not reflect learner’s interest and experience based on case study  **Lesson objective and content** do not systematically build to overall goal |
| Lesson Three | **Advance Organizer and Post Organizer:** Adv Org includes an appropriate review, statement of topic, relevance, expectations and Post Org includes summary and review of student’s self-made goal  **Model:** model includes physical and cognitive demonstration through thinking aloud, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** guided practice includes a clear back and forth exchange in actions to complete all problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org includes a review, statement of topic, relevance expectations; one or all may need improvement. Post Org includes a summary and review of student’s self-made goal  **Model:** model includes vague descriptions of physical and cognitive demonstration, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** includes back and forth exchange in actions to complete most problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org is missing review, statement of topic, relevance, or expectations  **Model** does not include student engagement or includes inappropriate vocabulary or methods  **Guided Practice** is a series of questions rather than back and forth between teacher and student  **Independent Practice** items are not relevant to topic or student is not asked to set own goal for learning  **Items** do not reflect learner’s interest and experience based on case study  **Lesson objective and content** do not systematically build to overall goal |
| Lesson Four | **Advance Organizer and Post Organizer:** Adv Org includes an appropriate review, statement of topic, relevance, expectations and Post Org includes summary and review of student’s self-made goal  **Model:** model includes physical and cognitive demonstration through thinking aloud, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** guided practice includes a clear back and forth exchange in actions to complete all problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org includes a review, statement of topic, relevance, and expectations; one or all may need improvement. Post Org includes a summary and review of student’s self-made goal  **Model:** model includes vague descriptions of physical and cognitive demonstration, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** includes back and forth exchange in actions to complete most problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org is missing review, statement of topic, relevance, expectations  **Model** does not include student engagement or includes inappropriate vocabulary or methods  **Guided Practice** is a series of questions rather than back and forth between teacher and student  **Independent Practice** items are not relevant to topic or student is not asked to set own goal for learning  **Items** do not reflect learner’s interest and experience based on case study  **Lesson objective and content** do not systematically build to overall goal |
| Lesson Five | **Advance Organizer and Post Organizer:** Adv Org includes an appropriate review, statement of topic, relevance, expectations and Post Org includes summary and review of student’s self-made goal  **Model:** model includes physical and cognitive demonstration through thinking aloud, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** guided practice includes a clear back and forth exchange in actions to complete all problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org includes a review, statement of topic, relevance, and expectations; one or all may need improvement. Post Org includes a summary and review of student’s self-made goal  **Model:** model includes vague descriptions of physical and cognitive demonstration, clearly provides opportunity for student response and uses appropriate vocabulary and methods  **Guided Practice:** includes back and forth exchange in actions to complete most problems between the teacher and the student  **Independent Practice:** independent practice includes asking the student to set their own goal  **Items** reflect learner interest and experience based on the case study  **Lesson objective and content** (evidence in lesson and learning sheet) systematically build to overall goal | **Advance Organizer and Post Organizer:** Adv Org is missing review, statement of topic, relevance, or expectations  **Model** does not include student engagement or includes inappropriate vocabulary or methods  **Guided Practice** is a series of questions rather than back and forth between teacher and student  **Independent Practice** items are not relevant to topic or student is not asked to set own goal for learning  **Items** do not reflect learner’s interest and experience based on case study  **Lesson objective and content** do not systematically build to overall goal |
| Planning Commentary | | | |
|  | 5 points | 3 points | 0-1 points |
| Learning Progression to Goal | **Objectives:** there is a statement about each objective that tells how it contributes to the learning goal  **Lesson Tasks:** there is a statement about each step of an explicit instruction lesson and how to contributes to the students becoming an independent learner who meets the learning goal  **Materials:** there is a statement about each of the materials use across the lessons and its contribution to achievement of the learning goal | **Objectives:** each objective is stated, but it is not clear how each one contributes to the learning goal  **Lesson Tasks:** there is a statement about each step of an explicit instruction, but the contribution of each is not clear  **Materials:** there is a statement about each of the materials use across the lessons, but the contribution of each is not clear | Descriptions or accurate descriptions of objectives, lesson tasks, or materials are missing |
|  | 10 points | 7 points | 0-5 points |
| Research & Theory | There is a well-written paragraph that describes explicit instruction with at least one citation, its component parts, and how they support how students process information and learn (learning theory).  There is a well-written paragraph with at least one citation that describes schema-based instruction, its component parts, and how they support how students process information and learn (learning theory). | There is a paragraph that describes explicit instruction with at least one citation, but the connection between its component parts and learning theory is missing.  There is a paragraph that describes schema-based instruction with at least one citation, but the connection between its component parts and learning theory is missing. | There is no citation associated with an attempt to describe explicit instruction or schema-based instruction. Descriptions of explicit instruction or schema-based instruction are difficult to understand or are missing |
|  | 5 points | 5 points | 0-1 Points |
| Support for communication | There is a statement that the student will use receptive communication in the lesson and how that will occur. There is a statement that were will be a support for receptive communication; that support will be named, described. There will be a statement that tells how the support for receptive communication will assist the student in making meaning of the learning topic.  There is a statement that the student will use expressive communication in the lesson and how that will occur. There is a statement that were will be a support for expressive communication; that support will be named, described. There will be a statement that tells how the support for expressive communication will assist the student in generating language (oral and/or written) | There is a statement about support for receptive communication, but the actual support is not described clearly or accurately. It is not clear how the support will help the student make meaning of learning.  There is a statement about support for expressive communication, but the actual support is not described clearly or accurately. It is not clear how the support will help the student generate oral or written language | Statements about either receptive or expressive communication are missing. |
| Support for maintenance, generalization, and self-management | There is a statement that there will be support for maintaining learning. There is a statement about the advance organizer and its inclusion of review and how that will assist the student in maintaining learning.  There is a statement that there will be support for generalization of learning. There is a statement about the strategy included in the lessons and details about its content. There will be a statement about how that strategy can be used across settings.  There is a statement that there will be support for self-management. There is a statement about the independent practice asking student to set their own goal and how that will assist the student in being self-determined and monoitring own progress | There is a statement that there will be support for maintaining learning. However, the role of the advance organizer in supporting this is not clear.  There is a statement that there will be support for generalization of learning. However, details about the strategy and its use across settings is not clear.  There is a statement that there will be support for self-management. However, the goal-setting process within the lesson is not described as a clear support | Statements about any of the the supports are missing |

RSED 5420/6420 earning Segment Task 1 Grading Rubric

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| --- | --- | --- | --- | --- |
| **Lesson Methods and Strategies** | | | **Yes** | **No** |
| **The methods and strategies contained within the lessons are included in RSED 5420/6420 textbook, notes, or lectures.** | | | **Lesson series accepted, graded according to the rubric below** | **Lesson series is not accepted and zero points are earned** |
|  | **Excellent & Competent 5 pts** | | **Approaching Competence 3 pt** | **Poor 0 pts** |
| Draft of Context objectives and assessments | Includes description of the context for learning, 4 detailed objectives, baseline assessment and assessment materials related to each objective  Submitted on time | | More than half attempted  Submitted on time | Less than half attempted |
| Draft lesson 1 outlines of lessons 2-4 | Includes one detailed lesson and outlines of lessons 2-4 | | One whole lesson attempted | Less than one whole lessons attempted |
| Draft | Includes description of the context for learning, lesson plans for learning segment , instructional materials, assessment materials used from baseline to final assessment, and planning commentary  Submitted on time | | More than half attempted  Submitted on time | Less than half attempted |
|  | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Context and  Planning Commentary: Alignment and Development of Knowledge and Skills | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes, **AND lesson objectives and/or instructional materials and planned supports are logically sequenced to move the focus learner toward achieving the learning goal**.  Plans include strategies to enhance generalization, maintenance, or self-direct learning | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **consistently aligned** with each other. **All lesson objectives include clearly defined measurable outcomes for the focus learner’s performance.** | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **loosely or inconsistently aligned with each other**. | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **not aligned with each other**. |
| Context and Planning Commentary Challenge and Support for Learner | Learning tasks and planned support strategies provide appropriate levels of support **and challenge**, reflecting the focus learner’s strengths, needs, **AND,** interests  Plan calls for engaging the learner in self-managing planned supports | Learning tasks and planned support strategies provide **appropriate levels** of support, reflecting the focus learner’s strengths **AND/OR** needs | Learning tasks and planned support strategies **generally reflect the focus learner‘s prior learning and experience**, and/or **superficially address the focus learner’s strengths and needs**. | There is **no evidence of planned supports for the goal**. **OR Severe mismatch between learner’s chronological age or level and instruct strategies OR Learning tasks and planned support strategies do NOT align to lesson objectives and/or do NOT reflect IEP** |
| Planning commentary Justification of Instruction and Support | At least two **citations** (only one from textbook)  Citations for explicit instruction, development of conceptual knowledge, methods for developing conceptual and other types of knowledge  provide justification of instruction and planned support strategies makes **clear, accurate connections** to the learner’s strengths, needs, research AND theory (information processing)  Candidate justifies selection of planning strategies to support development of **maintenance** AND **generaliz** | At least **two citations** (only one from textbook)  Citations for explicit instruction, development of conceptual knowledge, methods for developing conceptual and other types of knowledge  provide  Candidate’s justification of instruction and planned support strategies makes **general connections** to • **the focus learner’s strengths** and needs **AND** • research and/or theory.  Explanation of learning theory is attempted, but poorly written | Lacking appropriate citations Justification of instruction and planned support strategies makes • **general connections to the focus learner’s needs OR** • **vague or unclear connections to research and/or theory**. | justification of instruction or planned support strategies is **either missing for the learning goal OR represents a deficit** |
| Planning Commentary Supporting Learner’s Use of Expressive and/or Receptive Communication | Provides **examples of specific planned supports** for the focus learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning.  Supports for receptive include relevance and engagement supported through adv organizer, multiple modes of learning. Supports for expressive include use of prompts, assisting student in generating language  Supports for  Describes how the planned supports are designed to **move the learner toward maintained or generalized use of the communication skill**  Supports for maintence include reference to review during advance organizer. Supports for generalization include reference to strategy or fading of teacher guidance or visual aids that make task more like that used in general education | Identifies planned supports for the communication skill **that generally facilitate the focus learner’s use of it** to participate in learning tasks and/or demonstrate learning. | **Identifies planned supports for the communication skill that are not aligned with its use.** | Identifies communication skill that is **not aligned with the learning goal**. **OR Planned supports for the communication skill are missing.** |
| Materials and Planning Commentary Planning Assessments to Monitor and Support Learning | assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner’s progress toward the learning goal at different points in the learning segment. Assessments for the learning goal reflect appropriate levels of **challenge** **and support** in light of the focus learner’s specific strengths, needs, and lesson objectives.  Explanation clearly tells how assessments will be used to assessment whether learner is appropriately challenged and whether additional support or enrichment is needed  candidate describes plans to **involve the focus learner in monitoring his/her own progress in devel approp ways**. | **Planned assessments (including baseline data)** and the daily assessment records are **aligned** to **all** lesson objectives and **provide evidence** for monitoring the focus learner’s progress toward the learning goal **at different points** in the learning segment.  Use of different assessments for the purposes of progress related to challenge and support attempted, but poorly written and unclear | Planned assessments and the daily assessment records are **loosely aligned** to the lesson objectives, and **provide limited evidence to monitor the focus learner’s progress during the learning segment toward the learning goal**. **OR Some lesson objectives are not assessed.** | The set of planned assessments and daily assessment records is **not aligned to the lesson objectives** and will **provide little or no evidence** of the focus learner’s progress toward **the learning goal**. |
|  | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Lesson 1-4  Advanced Organizer | For all lessons:  - Review relevant skills etc…  - State lesson objective, link to prior knowledge  - Develop relevance  - Clear communication of expectations for behavior  - Opportunity for student input  Sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | For all lessons, the following are clearly present:  - Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | 1-2 of the advance organizer components are missing from 1-2 lessons:  - Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. | More than 2 of the advance organizer components are missing or 3 lessons are missing more than two components |
|  | **Excellent 15 pts** | **Competent 10 pts** | **Approaching Competence 5 pts** | **Poor 0 -1pts** |
| Lesson 1-4  Model and Demonstration | For all lessons:  - Includes 3 Ms described in notes, **student engagement through questions and responses is clear**  - Lesson activities/tasks demonstrated step by step  - Clear verbal description of lesson activities/tasks  - Model clear, sections written such that reader can clearly visualize tasks and implement plans based on descriptions | For all lessons the following are present:  - 3 Ms described in notes, **student engagement through questions and responses is clear**  lesson activities/tasks demonstrated step by step, verbal description of lesson activities/tasks  - Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | 1-2 of model components are missing from 1-2 lessons:  - 3 Ms described in notes, student engagement through questions and responses is not consistent  lesson activities/tasks demonstrated step by step, verbal descript of lesson activities/tasks | More than 2 of the model components are missing or 3 lessons are missing more than 2 components  Missing student engagement through questions and responses |
| Lesson 1 -4 Guided Practice | For all lessons:  - Multiple examples of prompts/cues are included  - The approach for guidance is clear (e.g., together, back and forth, students assist teacher)  - Guide is clear and appropriate for lesson  - Materials used are appropriate  - Guidance is clear and sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | For all lessons the following are present:  Multiple examples of prompts/cues, guidance is appropriate for lesson, materials are appropriate  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | 1-2 of the guided practice components are missing for 1-2 lessons:  Some examples of prompts/cues, guidance is appropriate for lesson, materials are appropriate | More than 2 of the guided practice components are missing or 3 lessons are missing more than 2 components  Back and forth interaction between student and teacher is missing  Student is questioned over and over without evidence of prompts, cues, and teacher participation |
|  | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Lesson 1- 4 Independent Practice | For all lessons:  - Assignment measures objective  - Students could complete task without teacher guidance  - Assignment is appropriate for lesson  - Ind practice clear, sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | For all lesson the following are present: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson.  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | 1-2 of the ind practice components are missing for 1-2 lessons: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson. | More than 2 ind practice components are missing or 3 lessons are missing 2 or more components |
| Lesson 1-4 Post Organizer | For all lessons:  - Review of activity  - Highlight important concepts, ideas  - Opportunity for student input  - Sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | The following are present in each lesson:  Review of activity, highlight of important ideas, opportunity for student input  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | 1-2 of post organizer components are missing from 1-2 lessons: Review of activity, highlight of important ideas, opportunity for student input | More than 2 of the post organizer components are missing from lessons or 3 lessons are missing 2 or more of the following components |
| Lesson 1-4  Plan for student feedback, self- monitoring, and goal setting | Description of the following  - plan for monitoring ind work, noting instances of assistance  -when ind work will be discussed with student  Plans for error correction, positive feedback, and encouragement  Plans or procedures for student to set goal record own progress and correct errors  Plans for assisting student in setting goal for next session | Description of the following  -when ind work will be discussed with student  - there are plans for error correction, but its execution is unclear  -plans for student to record own progress and correct errors are unclear  -plan s for student’s goal setting unclear | Description of student feedback session, but details are confusing or unclear | It is not clear that there will be a student feedback session |

RSED 5420/6420 Learning Segment Task 3 Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 pts** | **3 pts** | | **Poor 0 pts** |
| Video | Video is clear and connections between commentary and video evidence are clear. The length of video is appropriate and does not require excessive searching to find connections Video includes evidence of student participation, positive learning environment. Shows instructional supports, feedback for student and student use of feedback. Students are not in view, only materials and teacher. | Video includes evidence of positive environment and some instructional supports. Shows feedback, but not student use. Students are not in view, only materials and teacher. Video is clear and connections between commentary and video evidence are clear. The length of video is appropriate and does not require excessive searching to find connections The video evidence is connected to the commentary. The video includes minimal editing and requires the much work to find the evidence discussed in the commentary. | | Video shows disorganized or punitive learning environment. Student participation or engagement is low.  It is difficult to view or is missing important components such as feedback for student. Video evidence is not logically related to commentary |
|  | **Excellent 7 pts** | **Competent 5 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Analysis of Performance based on video evidence, work samples, and written analysis  **Demonstration of understanding of the focus learner’s performance with respect to the learning goal as reflected in the lesson objectives?** | Video must show appropriate evidence-based practice included in 5120 content and candidate used appropriate language and vocabulary to teach (inappropriate language includes the word, “borrowing” or “carrying” and inappropriate methods would include touch points or failure to use base-ten blocks for regrouping)  The analysis draws upon knowledge of the focus learner and focuses on **details** within  • the focus learner’s strengths and errors **AND**  • levels or types of planned supports (including error prevention strategies) to understand **strengths and needs** in the focus learner’s **progress toward ALL lesson objectives**.  The analysis **makes clear and plausible connections between the focus learner’s performance and specific elements of instruction**. | Video must show appropriate evidence-based practice included in 5120 content and candidate used appropriate language and vocabulary to teach (inappropriate language includes the word, “borrowing” “carrying” and inappropriate methods would include touch points or failure to use base-ten blocks for regrouping)  The analysis draws upon **knowledge of the focus learner and focuses on** • learner’s **strengths and errors OR** • **levels or types of planned supports** (including error prevention strategies) to understand the focus learner’s **progress toward ALL lesson objectives**. | Video must show appropriate evidence-based practice included in 5120 content and candidate used appropriate language and vocabulary to teach (inappropriate language includes the word, “borrowing” “carrying” and inappropriate methods would include touch points or failure to use base-ten blocks for regrouping)  The analysis **focuses only on whether the focus learner did or did not achieve ALL the lesson objectives**. | Video fails to show appropriate evidence-based practice included in 5120 content or fails to use appropriate language and vocabulary to teach (inappropriate language includes the word, “borrowing” “carrying” and inappropriate methods would include touch points or failure to use base-ten blocks for regrouping)  The **analysis is superficial or is not supported** by either the work sample or the daily assessment record. **OR** The learning goal, lesson objectives, daily assessment record, and/or work sample are **not aligned with each other**. **OR** One or more lesson objectives **did not** contain **explicit, operationally defined criteria** for meeting the objectives. |
| Using Feedback to Guide Further Learning as Evidenced in Video and work sample  **Feedback provided to the focus learner for the learning goal** | Feedback **related to the learning goal** is **specific and includes** needs **AND** reinforcement of strengths.  **AND** **a strategy to address a learning need (specific teacher behaviors are clear) OR** • **connections to prior learning or experiences to improve learning.**  It is very clear from video that candidate modeled task and specifically pointed out how to avoid error, provided guided practice, discusses why the candidate used particular methods or materials within modeling and guided practice based on prior lessons or situations | Feedback **related to the learning goal is specific and focuses on either** • **needs OR** • **reinforcing strengths**.  It is very clear from video that candidate modeled task and specifically pointed out how to avoid error, but there is little explanation as to why candidate used particular methods or materials | Feedback **related to the learning goal** is **general and addresses needs AND/OR strengths**.  Instances in which feedback involves one sentence or less, teacher asks a series of questions rather than showing the student how | Feedback is **unrelated to the learning goal OR is severely mismatched to the focus learner’s chronological age or developmental level**. **OR** Feedback **contains significant inaccuracies**. |
| Learner Use of Feedback Learning as Evidenced in Video and work sample  **Provision of opportunities for the focus learner to understand and use the feedback for the learning goal to guide his/her further learning or performance** | Candidate describes how s/he will **support the focus learner to understand and use feedback related to strengths AND needs** related to the learning goal.  It is very clear from video that after modeling and guiding, candidate asked student to complete a problem alone to show that feedback was used and describes how the student performed the new task differently | Candidate **describes** how the focus learner will understand or use feedback related to the learning goal.  It is very clear from video that after modeling and guiding, candidate asked student to complete a problem alone to show that feedback was used but description of student’s understanding is not clear | Candidate provides **vague explanation for how the focus learner will understand or use feedback related to the learning goal**. | Opportunities for using feedback are **not described**. **OR** Candidate provides **limited or no feedback related to the learning goal** to inform the focus learner’s performance/responses. |
| Explanation of the Focus Learner’s Use of Communication Learning as Evidenced in Video and work sample, and written commentary  **Explanation of the focus learner’s use of the expressive/receptive communication skill to participate in the learning task and/or demonstrate learning related to the learning goal** | Candidate explains and **provides evidence** of how planned supports **helped the focus learner use the communication skill** to participate in and/or demonstrate learning **AND**  how the focus learner can be **supported to move toward generalized or maintained use** of the communication skill.  Receptive supports clearly show development of relevance during adv organizer, description of how relevance increases engagement ….  Expressive supports clearly show use of effective prompting and assistance with generation of language  Maintence supports clearly show review within adv organizer and there is a clear explanation as to how this repeated practice supports maintence  Generalization supports clearly show instruction in strategy or other means to fading dependence on teacher or other aids to engage in problem solving in other settings. There is a clear explanation | Candidate **explains and provides evidence of the learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning**  Receptive supports clearly show development of relevance during adv organizer, description of how relevance increases engagement ….  Expressive supports clearly show use of effective prompting and assistance with generation of language | Candidate’s description focuses on a communication skill that is **related to the learning goal, but does not explain how the learner uses the skill to participate in learning tasks or demonstrate learning** related to the learning goal. | Candidate describes the focus learner’s **use of the communication skill** that is • **not aligned with the learning goal OR** • **not consistent with the evidence submitted**. |
| Use of Assessment to Inform Instruction  **Use of conclusions about what the focus learner knows and is able to do related to the learning goal to plan next steps in instruction** | Next steps  • provide **logical, well-sequenced instructional strategies to address specific identified needs** of the focus learner **AND**  • are logically connected to current instruction.  Analysis describes **implications for the focus learner’s individualized education program/plan goals and/or curriculum**. | Next steps to improve or continue learning include **general instructional strategies or supports related to the focus learner’s needs and to current instruction**. | Next steps to improve or continue learning are **loosely connected to focus learner needs**. | Next steps are **not achievable or do not follow** from the analysis. **OR** Next steps are **not relevant to the lesson objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them. |
| Connection between next steps to research and theory | Next steps are **justified with principles from research and theory that include three citations (only one from textbook)**. Logical explanations and connection between citations and next steps. Learning theory is clearly explained and connected to instruction using information processing theory  Clearly cites text for explicit instruction and provides explanation for its use, clearly cites research article to support methods and explains why they are effective, clearly explains the connection between explicit instruction, research methods and information processing theory | Next steps are **clearly connected with research and/or theory with at least three citations (only one from textbook)**. Logical citations are included, but explanation is unclear | Next steps are **generally connected with research and/or theory**.  inappropriate number or inappropriate citations are used | Next steps are not connected with research and/or theory. |
|  | **Competent 4 pts** | | **Approaching Competence 3 pts** | **Poor 0 -1pts** |
| Writing Conventions & professional language | No more than five errors in spelling or grammar  No more than five instances of vocabulary that is inappropriate in professional written language  No lapses in the use of person-first language (e.g., students with learning disabilities or students with autism) | | 6-10 spelling or grammar errors  More than 5 instances of inappropriate vocabulary for professional writing  1 error in person-first language | 11 or more spelling or grammar errors 11 or more instances of inappropriate vocabulary for professional writing  2 errors in person-first language |