

2016-17 Unit Lesson Plans Data

Adolescence Urban Education

Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Presentation NCTE Standard	EDAD 572A	Unit Plan ELA	6	0	0	2	33	4	67
English Content InTASC 4,5 NCTE standards: 3.1, 3.2, 3.4, 3.5, Theoretical Rationales (unit rationale and lesson rationale) InTASC 4,7 NCTE standards: 3.7	EDAD 572A	Unit Plan ELA	6	0	0	1	17	5	83
NYS Standards InTASC 7 NCTE standards: 2.5	EDAD 572A	Unit Plan ELA	6	0	0	0	0	6	100
Class Background NCTE Standards: 2.1	EDAD 572A	Unit Plan ELA	6	0	0	1	17	5	83
Integration of New Literacies, (multimodality, dialogism, multigenre elements, local knowledge, and/or technology) InTASC 1,2,4,7 NCTE standards 3.4, 3.6, 4.6	EDAD 572A	Unit Plan ELA	6	0	0	0	0	6	100
Integration of reading and writing InTASC 4,7 NCTE standards 3.3, 3.4, 4.6, 4.7, 4.8, 4.9	EDAD 572A	Unit Plan ELA	6	0	0	1	17	5	83
ELA Pedagogy NCTE Standards: 4.1, 4.2, 4.5, 4.7, 4.8	EDAD 572A	Unit Plan ELA	6	0	0	1	17	5	83
Assessments throughout the unit NCTE standards: 4.10	EDAD 572A	Unit Plan ELA	6	0	0	2	33	4	67
Reflection InTASC 9 NCTE standards: 2.3	EDAD 572A	Unit Plan ELA	6	0	0	2	33	4	67
I. Title Page and Descriptive Data Your score 5% of grade	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
II. Objectives Your score 9% of grade LG 2, DP 3,4, NSTS I.1, I.2, I.3, II.1, II. 2, II.5, III.1-6, IV.2-4, V.1, VI. 2, VII.1,3,4	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
III. Assessments Your score 9% of grade LG 2,5 DP 3,4 NYSTS I.1-3, II.1,2,5, III.1-6, IV.2,3,4, V.1, VI.2, VII.1,3,4 InTASC	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
IV. Calendar Your score 12% of grade LG2, DP 3,4, NYSTS I.1-3, II.1,2,5, III.1-6, IV.2,3,4, V.1, VI.2, VII.1,3,4 InTASC	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
Unit Plan Lessons and Activities	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
Theoretical Framework/	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
State Standards Your score	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
Resource List Your score 1	EDAD 572B	Unit Plan SS	2	0	0	0	0	2	100
Adherence to NYS and national standards and curriculum (5) LG	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Description of the Science-learning Objectives of the Unit (5) LG	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Demonstration of an Understanding of the Role of Inquiry in	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Demonstration of an Understanding of the Nature of Science (5) LG 1 InTASC 4.5 NSTA 2a NYS II.5	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Exhibits the Connection of the Science Unit to Citizenship (10)	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Longitudinal Strategy and Knowledge of Science Content (20) LG 1 InTASC 4,5,7 NSTA 1a,b,c NYS II.1, II.5	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Use of Appropriate Instructional Strategies and Knowledge of Science Content (20) LG 2.3 InTASC 1.2,3,7,8 NSTA 5a,b,c,d	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Description of Assessment of Science-learning (15) LG 2,5	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Inclusion of Lesson Plans (5) LG 2 NYS 2	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Writing and Organization Mechanics (5)	EDAD 572E	Unit Plan Science	2	0	0	0	0	2	100
Childhood Urban Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Rationale LG 1 InTASC 4 ACEI 1.0	EDCH 543	Math Lesson Plan	11	1	9	0	0	10	91
Standards LG 1,2 InTASC 4 ACEI 2.1, 2.2	EDCH 543	Math Lesson Plan	11	0	0	0	0	11	100
Objectives LG 2,5 InTASC 6 ACEI 3.1	EDCH 543	Math Lesson Plan	11	0	0	0	0	11	100
Assessment LG 2,5 InTASC 6 ACEI 4.0	EDCH 543	Math Lesson Plan	11	1	9	4	36	6	55
Anticipatory Set LG 2 InTASC 7 ACEI 3.4	EDCH 543	Math Lesson Plan	11	1	9	0	0	10	91
Sequence of Instruction LG 2 InTASC 7,8 ACEI 3.1	EDCH 543	Math Lesson Plan	11	0	0	1	9	10	91
Closure LG 2 InTASC 7,8 ACEI 1.0	EDCH 543	Math Lesson Plan	11	0	0	2	18	9	82
Adaptations/Modifications LG 2,3 InTASC 2,7,8 ACEI 3.2	EDCH 543	Math Lesson Plan	11	0	0	2	18	9	82
Mechanics	EDCH 543	Math Lesson Plan	11	0	0	0	0	11	100
Theoretical Framework/ Rationale 1.2, 2.1, 3.1, 4.1, 5.1 DP: 2, 3, Unit Plan 1.1, 2.2, 4.2, 4.3, 5.4 DP: 1, 2, 3, 4, 5 D: 1, 2, 3, 4, 5	EDR 509	Instructional Unit	1	0	0	0	0	1	100
Assessment Design and Description 1.3, 3.3, 4.3, 5.2 DP: 1, 3, 5	EDR 509	Instructional Unit	1	0	0	0	0	1	100
Evidence of Student Learning 1.3, 3.2, 4.2 DP: 1, 3, 5 D: 2, 3, 4, Reflection and Self-evaluation 3.4, 6.4 DP: 2, 5 D: 1 LG: 5	EDR 509	Instructional Unit	1	0	0	0	0	1	100
Composition skills 6.2 LG: 2 D: 5 T	EDR 509	Instructional Unit	1	0	0	0	0	1	100
NYS Standard/Goal Instructional Objectives Purpose of the Lesson Standard 10: Collaboration: Special educators promote	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Checking for understanding Evaluation Independent Practice Modifications/Adaptations Role of Support Staff Standard 10: Collaboration: Special educators routinely and effectively collaborate with families, other educators, related service	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Co-Teaching Arrangement Identified Rationale for Arrangement Co-Teaching Roles Defined for General and Special Educator DP4 Standard 10: Collaboration: Special educators promote and	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Deaf Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Calendar Schedule _____ INTASC 2 Include a month-long calendar with one week of August, having days filled in with activities, theme, school orientation	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100
Classroom Schedule _____ INTASC 2 Include a classroom schedule including all teaching subjects and breaks for the students.	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100

Students' Schedule _____ INTASC 2 Include a students' schedule of subjects, specials and mainstreaming.	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100
Classroom Management/Behavior Plan _____ INTASC 2 The classroom/behavior management plan is complete and	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100
Plan for Orientation to Environment, Including Floor Plan _____ INTASC 2 Classroom floor plan, activities and planned orientation to the classroom school and environment	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100
Examples of Letters, Info, Activities _____ Examples of letters, activities, and information for parents/families are	EDD 532	Plan for Diverse Learners	5	0	0	0	0	5	100
Unit Plan	EDD 536	Language I Teaching Unit	1	0	0	0	0	1	100
Web Page Power Point Brochure/Newsletter INTASC 7 LG 1,2,3	EDD 536	Language I	1	0	0	0	0	1	100
Week-Long Plan _____ INTASC 5 A week long plan contains lessons for ss, sci., math and LA. Each lesson contains NY State Obj., specific objectives, procedures, and assessments.	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
Products _____ INTASC 5 Included are a powerpoint, web page, brochure and newsletter using Publisher software.	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
Products' Rubrics _____ INTASC 5 Each component: the powerpoint, webpage, brochure and newsletter have grading rubrics attached.	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
Unit Template with Rubric _____ INTASC 5 A unit template is completed and a grading rubric for the teacher about the unit is	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
Lesson Plans _____ INTASC 5 Three lesson plans covering three consecutive days on three different subjects following the 7 Point Lesson Plan format are included.	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
Assessments _____ INTASC 5 The assessments for each lesson in the week long plan are varied and take into consideration the learning styles and learning abilities of	EDD 545	Literacy Teaching Unit	4	0	0	0	0	4	100
List the concept(s) that the lesson focuses on and the essential questions that will be answered. Determine the Common Core standards that will be address in the lesson. Identify and record what students will know, understand and be able to do.	EDD 556/557	Lesson Plan	5	0	0	1	20	4	80
Procedures _____ Describe how the lesson will be taught so that another teacher could understand it and implement it without your presence. The procedures should be organized in a sequential manner. The procedures should link with the	EDD 556/557	Lesson Plan	5	0	0	0	0	5	100
Assessment _____ Describe the assessment procedures determining whether the lesson's objectives were met. Develop an assessment appropriate for the student's individual learning	EDD 556/557	Lesson Plan	5	0	0	0	0	5	100
Materials and Resources _____ Include all materials needed/necessary for the smooth conduction of the lesson. Materials are of a good quality, neatness and clarity.	EDD 556/557	Lesson Plan	5	0	0	0	0	5	100
Use of Differentiation, And Appropriateness for Students who are Deaf or Hard of Hearing _____ Identify and describe activities to support differentiation of instruction for students who are deaf or hard of hearing. Choose activities that differentiate content, process, and/or product and address learners' readiness, interest and/or learning profile. Include grouping	EDD 556/557	Lesson Plan	5	0	0	0	0	5	100
Lesson Reflection _____ At the end of each lesson, provide a paragraph of reflection on your impression of the effectiveness of the lesson as to achieving the stated lesson objectives,	EDD 556/557	Lesson Plan	5	0	0	0	0	5	100
Early Childhood Urban Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
NYS Standard/Goal Instructional Objectives Purpose of the Lesson Standard 10: Collaboration: Special educators promote and advocate the learning and well being of individuals with EI N	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Checking for understanding Evaluation Independent Practice Modifications/Adaptations Role of Support Staff Standard 10: Collaboration: Special educators routinely and effectively collaborate with families, other educators, related service	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Co-Teaching Arrangement Identified Rationale for Arrangement Co-Teaching Roles Defined for General and Special Educator	SPE 644	Co-taught Lesson Plan	1	0	0	0	0	1	100
Graduate Childhood									
Rubric Criteria	Folio Area		Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Rationale LG 1 InTASC 4 ACEI 1.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Standards LG 1,2 InTASC 4 ACEI 2.1, 2.2	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Objectives LG 2,5 InTASC 6 ACEI 3.1	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Assessment LG 2,5 InTASC 6 ACEI 4.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Anticipatory Set LG 2 InTASC 7 ACEI 3.4	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Sequence of Instruction LG 2 InTASC 7,8 ACEI 3.1	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Closure LG 2 InTASC 7,8 ACEI 1.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Adaptations/Modifications LG 2,3 InTASC 2,7,8 ACEI 3.2	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Mechanics	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Rationale LG 1 InTASC 4 ACEI 1.0	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Standards LG 1,2 InTASC 4 ACEI 2.1, 2.2	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Objectives LG 2,5 InTASC 6 ACEI 3.1	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Assessment LG 2,5 InTASC 6 ACEI 4.0	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Anticipatory Set LG 2 InTASC 7 ACEI 3.4	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Sequence of Instruction LG 2 InTASC 7,8 ACEI 3.1	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Closure LG 2 InTASC 7,8 ACEI 1.0	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100

Adaptations/Modifications LG 2,3 InTASC 2,7,8 ACEI 3.2	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Mechanics	EDCH 543	Math Lesson Plan	2	0	0	0	0	2	100
Planning: Class Characteristics	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Planning Rationale	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Planning: Standards	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Planning: Learning Targets	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Assessment Strategies	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Instruction: Anticipatory Set	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Instruction: Instructional Materials, Equipment & Technology	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Instruction: Sequence of Instruction	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Instruction: Closure	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Instruction: Accommodations	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Content Knowledge: Understanding Content knowledge and resources □ACEI 2.1	EDCH 545	Inq Sci Lesson Plan	1	0	0	0	0	1	100
Content Knowledge: Using Content Knowledge□ACEI 2.1	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Writing Style, Mechanics & APA	EDCH 545	Inq Sci Lesson	1	0	0	0	0	1	100
Graduate Physical Education-Initial Certification									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and	PEG 511	Lesson Plan	9	0	0	1	11	8	89
Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students. InTASC 7 SHAPE	PEG 511	Lesson Plan	9	0	0	1	11	8	89
Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. InTASC 3 SHAPE 3.d	PEG 511	Lesson Plan	9	0	0	1	11	8	89
Graduate Special Education & Childhood (SPE1)									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Rationale LG 1 InTASC 4 ACEI 1.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Standards LG 1,2 InTASC 4 ACEI 2.1, 2.2	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Objectives LG 2,5 InTASC 6 ACEI 3.1	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Assessment LG 2,5 InTASC 6 ACEI 4.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Anticipatory Set LG 2 InTASC 7 ACEI 3.4	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Sequence of Instruction LG 2 InTASC 7,8 ACEI 3.1	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Closure LG 2 InTASC 7,8 ACEI 1.0	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Adaptations/Modifications LG 2,3 InTASC 2,7,8 ACEI 3.2	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Mechanics	EDCH 502	Guided Rding	1	0	0	0	0	1	100
Rationale LG 1 InTASC 4 ACEI 1.0	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Standards LG 1,2 InTASC 4 ACEI 2.1, 2.2	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Objectives LG 2,5 InTASC 6 ACEI 3.1	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Assessment LG 2,5 InTASC 6 ACEI 4.0	EDCH 543	Math Lesson Plan	6	0	0	2	33	4	67
Anticipatory Set LG 2 InTASC 7 ACEI 3.4	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Sequence of Instruction LG 2 InTASC 7,8 ACEI 3.1	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Closure LG 2 InTASC 7,8 ACEI 1.0	EDCH 543	Math Lesson Plan	6	1	17	0	0	5	83
Adaptations/Modifications LG 2,3 InTASC 2,7,8 ACEI 3.2	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Mechanics	EDCH 543	Math Lesson Plan	6	0	0	0	0	6	100
Planning: Class Characteristics	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Planning Rationale	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Planning: Standards	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Planning: Learning Targets	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Assessment Strategies	EDCH 545	Inq Sci Lesson	4	0	0	1	25	3	75
Instruction: Anticipatory Set	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Instruction: Instructional Materials, Equipment & Technology	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Instruction: Sequence of Instruction	EDCH 545	Inq Sci Lesson	4	0	0	2	50	2	50
Instruction: Closure	EDCH 545	Inq Sci Lesson	4	0	0	1	25	3	75
Instruction: Accommodations	EDCH 545	Inq Sci Lesson	4	0	0	1	25	3	75
Content Knowledge: Understanding Content knowledge and resources □ACEI 2.1	EDCH 545	Inq Sci Lesson Plan	4	0	0	0	0	4	100
Content Knowledge: Using Content Knowledge□ACEI 2.1	EDCH 545	Inq Sci Lesson	4	0	0	1	25	3	75
Writing Style, Mechanics & APA	EDCH 545	Inq Sci Lesson	4	0	0	0	0	4	100
Undergraduate Adolescence Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5-6	%
Statement of Learning Objectives NYSTS II InTASC 1,4,5,7,8	EDS 223	Guided Reading	3	0	0	0	0	3	100
Motivation/Anticipatory Set NYSTS I InTASC 9,1,2 NCTE 3.3.1	EDS 223	Guided Reading	3	0	0	0	0	3	100
Statement of Teach Input NYSTS IV InTASC 3 NCTE 3.7.2 LG 2	EDS 223	Guided Reading	3	0	0	0	0	3	100
Guided Practice NYSTS I InTASC 1,2,4,5,7,8 NCTE 4.1, 4.2, 4.9	EDS 223	Guided Reading	3	0	0	0	0	3	100
Independent Practice NYSTS V InTASC 1,6 NCTE 4.10 LG 2,5	EDS 223	Guided Reading	3	0	0	0	0	3	100
Closure/Evaluation NYSTS V InTASC 6 NCTE 4.10 LG 2,5	EDS 223	Guided Reading	3	0	0	0	0	3	100
Reflection NYSTS VII InTASC 9,10 NCTE 4.10 LG 4	EDS 223	Guided Reading	3	0	0	0	0	3	100
Presentation NCTE Standard: 2.0	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
English Content InTASC 4,5 NCTE standards: 3.1, 3.2, 3.4, 3.5,	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Theoretical Rationales (unit rationale and lesson rationale) InTASC 4,7 NCTE standards: 3.7	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
NYS Standards InTASC 7 NCTE standards: 2.5	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Class Background NCTE Standards: 2.1	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Integration of New Literacies, (multimodality, dialogism, multigenre elements, local knowledge, and/or technology)	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Integration of reading and writing InTASC 4,7 NCTE standards	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
ELA Pedagogy NCTE Standards: 4.1, 4.2, 4.5, 4.7, 4.8	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100

Assessments throughout the unit NCTE standards: 4.10	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Reflection InTASC 9 NCTE standards: 2.3	EDS 402	Unit Plan ELA	4	0	0	0	0	4	100
Presentation	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Preparation	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Mechanics	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Math Content LG1 NYSTS: 2.1	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Calendar LG2 NYSTS: 2.1	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Unit overview NCTM Standards: 8.4 LG1 NYSTS: NYS TS 2.4,	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Lesson plans LG2 NYS TS 3.1,3.2,3.3,3.4 InTASC 1,4,5,7	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Technology – manipulative use NCTM Standards: 6.7.6.8.1.8.2.8.3.8.7.8.9 LG 2 NYS TS 2.3.2.4.2.6.1.6 InTASC	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
History of mathematics NCTM Standards: 8.1,8.3,8.4,8.7 LG 1 NYS TS 2.3.2.4.2.6 InTASC 4,8	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Graphic organizers NCTM Standards: 8.1,8.3,8.4,8.7 LG 2 NYS TS 2.3.2.4.2.6 InTASC 4,8	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Reading or writing in mathematics NCTM Standards: 3.1.3.2.3.3.3.4 8.1,8.3,8.4,8.7 LG 2 NYS TS 2.3.2.4.2.6 InTASC	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Assessments throughout the lesson NCTM Standards: 7.5, 16.3 LG 2.5 NYS TS 5.1.5.5 InTASC 6	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Final Assessment LG2.5 NYSTS 5.1, 5.5 InTASC 6	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Reflection LG 4 NYSTS: 4.4 InTASC 9	EDS 403	Unit Plan Math	1	0	0	0	0	1	100
Undergraduate Childhood/Special Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5- 6	%
Understanding Content knowledge and resources NAEYC 5a InTASC 4,7,8,9 NYSTS II ACEI 2.1	ECCH 221/222	Ltcy Lesson Plan	4	0	0	0	0	4	100
Using Content Knowledge NAEYC 5b NYSTS II InTASC 1,5,7,9	ECCH 221/222	Ltcy Lesson Plan	4	0	0	1	25	3	75
Demonstrated knowledge of child development and ability to adapt instruction for diverse learners. NYSTS I NAEYC 1c	ECCH 221/222	Ltcy Lesson Plan	4	0	0	1	25	3	75
Instructional planning including ability to write objectives, seek higher-level thinking, use NYS Standards, sequence activities with an anticipatory set and closure, and include all instructional materials NYSTS II NAEYC 4c InTASC 1.8 ACEI 3.3	ECCH 221/222	Ltcy Lesson Plan	4	0	0	0	0	4	100
Assessment -- ability to plan class-wide assessment for all objectives NYSTS V NAEYC 3b InTASC 6 ACEI 4	ECCH 221/222	Ltcy Lesson Plan	4	0	0	1	25	3	75
Content knowledge mastery LG 1 InTASC 4 NYSTS 2 ACEI 2.2,	SPE 291	Inq Sci Less Plan	5	0	0	3	60	2	40
Demonstrated knowledge of child development and ability to adapt instruction for diverse learners. LG 2,3 InTASC 2 NYSTS	SPE 291	Inq Sci Less Plan	5	0	0	2	40	3	60
Instructional planning including ability to write objectives, seek higher-level thinking, use NYS Standards, sequence activities with an anticipatory set and closure, and include all instructional materials LG 2 InTASC 7 NYSTS 2 DP 1,4 ACEI 3.3	SPE 291	Inq Sci Less Plan	5	0	0	2	40	3	60
Assessment -- ability to plan class-wide assessment for all objectives LG 2.5 InTASC 6 NYSTS 5 DP 1,4 ACEI 4.0	SPE 291	Inq Sci Less Plan	5	0	0	5	100	0	0
Content knowledge mastery LG 1 InTASC 4 NYSTS 2 ACEI 2.2,	SPE 291	Soc St Lesson	5	0	0	0	0	5	100
Demonstrated knowledge of child development and ability to adapt instruction for diverse learners. LG 2,3 InTASC 2 NYSTS 1 ACEI 1.0	SPE 291	Soc St Lesson Plan	5	0	0	4	80	1	20
Instructional planning including ability to write objectives, seek higher-level thinking, use NYS Standards, sequence activities with an anticipatory set and closure, and include all instructional materials LG 2 InTASC 7 NYSTS 2 DP 1.4 ACEI 3.3	SPE 291	Soc St Lesson Plan	5	0	0	3	60	2	40
Assessment -- ability to plan class-wide assessment for all objectives LG 2.5 InTASC 6 NYSTS 5 DP 1,4 ACEI 4.0	SPE 291	Soc St Lesson Plan	5	0	0	2	40	3	60
Assignment Element & Standard NYS Standards LG 1 InTASC 7 CEC/IGC/ICC Standard 7: Instructional Planning NYSTS: 2	SPE 311	Functional Unit Plan	11	0	0	0	0	11	100
Instructional Goals & Lesson Objectives CEC/IGC/ICC Standard 7: Instructional Planning NYSTS: 2 LG: 2 InTASC 7	SPE 311	Functional Unit Plan	11	0	0	1	9	10	91
Lesson Elements CEC/IGC/ICC Standard 7: Instructional Planning NYSTS: 2 LG: 2 InTASC 7	SPE 311	Functional Unit Plan	11	0	0	1	9	10	91
Modifications CEC/IGC/ICC Standard 8: Assessment NYSTS: 5	SPE 311	Functional Unit	11	0	0	0	0	11	100
Collaboration CEC/IGC/ICC Standard 10: Collaboration NYSTS:	SPE 311	Functional Unit	11	0	0	0	0	11	100
Understanding Content knowledge and resources NAEYC 5a InTASC 4,7,8,9 NYSTS II ACEI 2.1	ECCH 221/222	Literacy Lesson Plan	1	0	0	0	0	1	100
Using Content Knowledge NAEYC 5b NYSTS II InTASC 1,5,7,9	ECCH 221/222	Literacy Lesson	1	0	0	0	0	1	100
Demonstrated knowledge of child development and ability to adapt instruction for diverse learners. NYSTS I NAEYC 1c InTASC 1.2,3 ACEI 1	ECCH 221/222	Literacy Lesson Plan	1	0	0	0	0	1	100
Instructional planning including ability to write objectives, seek higher-level thinking, use NYS Standards, sequence activities with an anticipatory set and closure, and include all instructional materials NYSTS II NAEYC 4c InTASC 1.8 ACEI 3.3	ECCH 221/222	Literacy Lesson Plan	1	0	0	1	100	0	0
Assessment -- ability to plan class-wide assessment for all objectives NYSTS V NAEYC 3b InTASC 6 ACEI 4	ECCH 221/222	Literacy Lesson Plan	1	0	0	1	100	0	0
Undergraduate Physical Education									
Rubric Criteria	Folio Area	Assignment	Authors evaluated	Score 1-2	%	Score 3-4	%	Score 5- 6	%
Design strategies for involving key individuals and organizations in program planning for health education (AAHE 3A) InTASC 10	HED 325	Health Educ Lesson Plan	8	0	0	6	75	2	25
Candidates design a logical scope and sequence of learning experiences that accommodate all students. AAHE 3B	HED 325	Health Educ Lesson Plan	8	0	0	4	50	4	50

Create appropriate and measurable learner objectives that align with assessments and scoring guides. (AAHE 3C)(NYS II.4)	HED 325	Health Educ Lesson Plan	8	0	0	2	25	6	75
Select developmentally appropriate strategies to meet learning objectives. (AAHE 3D) (NYS III.4) InTASC 1.4.7	HED 325	Health Educ Lesson Plan	8	0	0	4	50	4	50
Align health education curricula with needs assessment data and the National Health Education Standards. (AAHE 3E) (NYS III.1) InTASC 2.5	HED 325	Health Educ Lesson Plan	8	0	0	1	13	7	88
Analyze feasibility of implementing strategies. (AAHE 3F) (NYS III.1) InTASC 2.5	HED 325	Health Educ Lesson Plan	8	0	0	4	50	4	50
Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives and that	PED 311	Lesson Plan	7	0	0	0	0	7	100
Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that	PED 311	Lesson Plan	7	0	0	0	0	7	100
Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for	PED 311	Lesson Plan	7	0	0	0	0	7	100