



Culminating Project



Fontbonne
UNIVERSITY

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Fontbonne University
Learn more. Be more.

Teacher Education Unit

Culminating Project Preface

The *Culminating Project* requirement of Fontbonne University's Teacher Education Unit is a performance assessment through which the preservice teacher provides evidence of his/her ability to impact student learning. This project assesses the preservice teacher's ability to effectively design, teach, and assess a unit of instruction; to assess student performance; and to reflect on the experience.

Missouri's Department of Elementary and Secondary Education (DESE) and the National Council for Accreditation of Teacher Education (NCATE) require that preservice teachers provide artifacts that show their abilities to impact student learning. As such, this comprehensive project, when completed "adequately" or "thoroughly" (or 3's and 4's on a four-point scale), provides evidence of an undergraduate or post baccalaureate candidate's competency in the eleven quality indicators of the Missouri Standards for Teacher Education Programs (MoSTEP Quality Indicators).

A key component of the *Culminating Project* is the Fontbonne Lesson Plan (FLP), and it incorporates each of the MoSTEP Quality Indicators. Each piece of the FLP is carefully designed to assist the preservice teacher in planning for many contingencies in preparation for teaching a lesson. While it is understood that the FLP is not the lesson plan that practicing professionals would use on a daily basis, Fontbonne's preservice teachers are required to use this extensive planning process for the *Culminating Project* to help them develop and maintain the "habits of mind" necessary to assist them in their daily planning in the future.

The *Culminating Project* includes the following components:

- **Introduction:** *My Journey to Becoming a Teacher*
- **Unit Plan**
 - Contextual Factors
 - Unit Outline
 - Fontbonne Lesson Plans
 - Lesson Reflections
- **Unit Reflection**
- **Conclusion:** *My Professional Journey . . . Next Steps*
- **Appendices**

Quality of Writing Rubric

Quality of Writing:

The preservice teacher will observe all appropriate formal writing conventions to effectively communicate to the reader. Formal writing conventions include correct syntax, usage, grammar, spelling, mechanics and organization. All written work will be in Times New Roman font, 12 point, one inch margins, and use APA, MLA or Chicago Manual Style format for citation documentation.

Prompt	Inadequate	Minimal	Adequate	Thorough
Quality of Writing	Significant and frequent errors in writing quality render the paper incomprehensible. Might not use correct font, size, margins, and citations.	Significant errors in writing quality make it difficult for the written document to be understood. Might not use correct font, size, margins, and citations.	Some errors in writing quality are noticed; however, they do not negatively impede understanding the written document. Correct font, size, margins, and citations are used.	Error free or almost error free. There is no difficulty understanding the written document. Correct font, size, margins, and citations are used.

Please review the Dean of Education's *Statement on Writing Standards* and the *Standards for Writing at Fontbonne University* located in the Miscellaneous Informational Attachments in the Manual section.

My Journey to Becoming a Teacher

Task

Write a reflective essay which takes you to the point of student teaching or field experience, tying the essay to Fontbonne University's *Commitments of the Responsible Educator* and the *Conceptual Framework*.

Prompt

- **How you came to the profession of education.** Include past events and people who shaped your decision. Be specific, reflective and give examples.
- **Include recent events** (people, practica, classes etc.) that have reinforced your decision. Be specific, reflective and give examples.
- **Relate the *Conceptual Framework* to your role** as a teacher and how this will look in your classroom.
- **Incorporate** at least one *Commitment* from each of the three areas (Professional, Academic and Instructional). In addition include a commitment that you feel is a strength and one that you feel you need to develop more fully.
- **Discuss how you will be able to impact the students** during your student teaching or field experience.

Suggested length: 3-5 pages

NOTE:

1. The "*My Journey*" paper will be submitted to and assessed by the instructor of DEA300, EDU202, EDU410, EDU447, EDU582 or EDU597 as a benchmark assignment of the course. Student teaching or field experience placement is contingent upon "Adequate" or "Thorough" essay work from this course.
2. The university supervisor will assess the essay in partial determination of the grade for student teaching or field experience and for teacher certification recommendation.
3. The second reader will not read the "*My Journey*" paper for assessment purposes.

My Journey to Becoming a Teacher Rubric

Rating Indicator	Inadequate	Minimal	Adequate	Thorough
Decision to become a teacher	No evidence of life events shaping decision to become and educator.	Describes superficially events that shaped decision to become a teacher.	Demonstrates adequate reflection and understanding of events that led to decision to become an educator.	Demonstrates depth of reflection and understanding of events that led to decision to become an educator.
Recent events reinforcing your decision to become a teacher.	No evidence of recent events which reinforced your decision to become an educator. No specific examples given.	Describes superficially recent events that reinforced your decision to become an educator. Few examples of specific events.	Demonstrates adequate reflection and understanding of recent events that reinforced your decision to become an educator. Includes some examples of specific events.	Demonstrates depth of reflection and understanding of recent events that reinforced your decision to become an educator. Includes strong examples of specific events.
Relate the <i>Conceptual Framework</i> to your role as a teacher and how it will look in your classroom	No evidence of an understanding of the <i>Conceptual Framework</i> and how it will be incorporated in your classroom.	Describes superficially the <i>Conceptual Framework</i> and how it will be incorporated in the classroom.	Demonstrates adequate understanding of the <i>Conceptual Framework</i> and how it will be incorporated into the classroom.	Demonstrates depth of understanding of the <i>Conceptual Framework</i> and has a thorough understanding of how it will be incorporated into the classroom.
Relate one commitment from each area to yourself and choose one commitment you feel is a strength and one that you need to develop more fully	No evidence of three commitments related to essential skills. No strengths or areas to be developed included.	Discusses superficially three commitments you feel are essential. Little elaboration on one that is a strength and one that needs to be developed.	Demonstrates adequate understanding of the commitments necessary to be an effective teacher. Some elaboration on strength and area that still needs to be developed.	Demonstrates depth of understanding of the commitments necessary to be an effective teacher. Fully elaborates on strength and area that still needs to be developed.
Discuss the impact that you will have on students during your student teaching experience	No evidence of understanding the impact you could have on students during your student teaching experience or field experience.	Shows limited evidence of understanding the impact you will have on students during student teaching or field experience.	Demonstrates adequate understanding of your impact on students during student teaching or field experience.	Demonstrates depth of understanding of your impact on students during student teaching or field experience.

THE UNIT

Overview

You are required to plan, teach and evaluate a cohesive unit of instruction that contains at least five lesson plans related to a common content topic or theme.

- a. Describe the learning context and any specific differentiated strategies you will employ to meet the learning needs of students.
- b. Instructional goals will be based on state and district content standards (and will include IEP goals and objectives/benchmarks, where appropriate).
- c. Four-part learning outcomes will include subject matter knowledge, skills, and reasoning abilities.
- d. Develop assessments including, but not limited to
 1. measures of student performance **before** (*pre-assessment*) your instructional unit
 2. measures of student performance **during** (*formative assessment* and *checking for understanding*) your instructional unit and
 3. measures of student performance **after** (*post-assessment/summative assessment*) your instructional unit
- e. Analyze and reflect on the educational context, your instructional design, and the degree of learning gains demonstrated by your students.

Contextual Factors

Task

In a narrative discuss relevant factors identified from the Contextual Factors Worksheet and how they may affect the teaching and learning process. Include any supports and challenges that affect instruction and student learning.

Prompt

Utilizing the completed Contextual Factors Worksheet, focus your narrative on characteristics of each of the three factors included below and discuss the instructional implications with **major emphasis on student characteristics**.

Data Source: <http://www.dese.mo.gov/schooldata/>

Contextual Factors Worksheet source:

<http://www.fontbonne.edu/academics/teachercertification/downloads.htm>.

Suggested Length: 2-4 pages, plus the completed **typed Contextual Factors worksheets**

A. School Factors

1. Enrollment
 - a. Ethnicity
 - b. Attendance rate
 - c. % eligible for free/reduced lunch
 - d. Student/teacher ratio
2. AYP status for NCLB
3. MAP data
4. Technology

B. Classroom Factors

1. Physical features
2. Availability of technology and other resources
3. Extent of parental involvement
4. Other relevant information:
 - a. Classroom rules and routines
 - b. Classroom management and motivation
 - c. Grouping patterns
 - d. Scheduling
 - e. Availability of a reading teacher
 - f. Is classroom “class within a class”?
 - g. District adopted reading program

C. Student Characteristics

1. Age, gender, race/ethnicity, culture, language, SES
2. Special needs (e.g., I.E.P., 504, high achievers, gifted, ELL, etc.)
3. Achievement/developmental levels

D. Instructional Implications

1. Reflect on how the contextual factors for the students and classroom have implications for instructional planning and assessment. Consider specific differentiated teaching, learning, assessment and/or management strategies that will meet the needs of the full group, sub-group and focus student (see “Identification of Subgroup and Individual” below).
2. Based on at least two of the contextual factors, identify at least two differentiated teaching, learning, assessment and/or management strategies you will use to accommodate the needs of this class.
3. Explain your rationale for choosing these strategies.
 4. How do you anticipate that these strategies will positively impact the group’s learning?

E. Identification of Subgroup and Individual

1. **SPECIAL EDUCATION or DEAF EDUCATION STUDENT TEACHERS or SPECIAL EDUCATION FIELD EXPERIENCE CANDIDATES** -- It is understood that you may be teaching your unit of study to students in your special setting. In determining which group to use for the unit, please consider the following requirements:
 - a. Meet with your university supervisor to determine the appropriate steps to take in the development of your culminating project unit.
 - b. It is recommended that the full group be no fewer than three students.
 - c. The unit developed for the full group should be a cohesive unit of study that the whole group needs to learn (e.g., study skills, social skills, mathematics concepts, reading comprehension, etc.)
 - d. Rather than developing your differentiation strategies around the full group, sub-group and individual as stated above, you will want to use differentiation strategies that are appropriate for each of the individuals in the full group. These strategies may be used with the full group but will be targeted for individuals.
2. **ALL OTHER STUDENT TEACHERS or FIELD EXPERIENCE CANDIDATES** – In addition to your whole group/class,
 - a. Identify a subgroup of students.
 - 1) Based on one or more of the contextual factors.
 - 2) Provide the rationale.
 - 3) Track the subgroup throughout the unit.
 - b. Identify one student to be the focus student.
 - 1) This individual will probably not be from the subgroup you identified, but he/she should be chosen based on one or more of the contextual factors.
 - 2) Provide the rationale.
 - 3) Track the individual throughout the unit.
 - 4) Please consult with your university supervisor if you have questions about this. Provide appropriate rationale why this individual should be your identified focus student if he/she is also a member of the subgroup.
 - c. It is understood that student teaching or field experience assignments will present unique situations. Consult your university supervisor for assistance in identifying your subgroup and the individual student. The identification of the subgroup and individual student will help you as you prepare and plan the unit.

Contextual Factors Rubric

Rating Indicator	Inadequate	Minimal	Adequate	Thorough
Knowledge of school factors	Narrative displays irrelevant or biased knowledge of the characteristics of the school.	Narrative displays some knowledge of the characteristics of the school.	Narrative displays an adequate knowledge of the characteristics of the school that may affect learning.	Narrative displays a comprehensive knowledge of the characteristics of the school that may affect learning.
Knowledge of classroom factors	Narrative displays irrelevant or biased knowledge of the characteristics of the classroom.	Narrative displays some knowledge of the characteristics of the classroom.	Narrative displays adequate knowledge of the characteristics of the classroom that may affect learning.	Narrative displays a comprehensive knowledge of the characteristics of the classroom that may affect learning.
Knowledge of characteristics of students	Narrative displays irrelevant or stereotypical knowledge of student characteristics that will affect learning.	Narrative displays general knowledge of student characteristics that will affect learning.	Narrative displays adequate knowledge and understanding of student characteristics that will affect learning.	Narrative displays specific knowledge and understanding of student characteristics that will affect learning.
Instructional Implications	Narrative does not include implications for instructional planning and assessment based on contextual factors OR provides inappropriate implications.	Narrative displays general implications for instructional planning and assessment based on contextual factors.	Narrative displays adequate implications for instructional planning and assessment based on contextual factors.	Narrative displays comprehensive and specific implications for instructional planning and assessment based on contextual factors.
Differentiated Instruction	Narrative may not identify differentiated teaching, learning, assessment, and/or management strategies. Rationale and how the strategies will impact learning may be missing.	Narrative includes two differentiated teaching, learning, assessment, and/or management strategies. Rationale may be sketchy &/or how the strategies will impact learning may be missing.	Narrative includes two differentiated teaching, learning, assessment, and/or management strategies. Rationale is appropriate and states how the strategies will impact learning.	Narrative includes two or more relevant differentiation strategies. Rationale is clearly representational of student needs and states how the strategies will impact learning.
Sub-group and Individual	No sub-group or individual are identified and not rationale is provided.	A sub-group or individual are identified. There may be no rationale for choice.		A sub-group and individual are identified with appropriate rationale for choice.

Unit Outline

Task

The unit developed must consist of a minimum of five separate teaching lessons. You may include more than five individual lessons and each lesson may cover more than one day or class period.

Prompt

The Unit Outline includes the following components:

I. Introduction

- A. Title
- B. Grade level and/or subject and number of students involved
- C. Time allotment (days, weeks, or class periods)
- D. Rationale for unit
 - Explain what the students have previously studied as a foundation for this unit.
 - Explain why the unit was selected.
 - Explain where the unit fits into the district's (or school's) curriculum.
- E. Unit Goals/Outcomes. List the broad goal(s) for the unit.
- F. Unit Assessment
 1. Pre-assessment for the unit (**NOTE: Complete this pre-assessment before you create the full lesson plans for the unit.**)
 - a. How will you collect data about what each individual student already knows about the unit goals?
 - b. What will the assessment tool(s) look like? Include the actual pre-assessment tools for the unit at the end of this Unit Outline.
 - c. How will you use these data in planning the specific lesson plans of this unit?
 2. List the summative assessment tool(s) you will use to collect data to judge student learning over the entire unit of study. Include this specific tool after the last lesson plan.

II. Lesson Component Pieces (See the example at the end of this prompt for the recommended format for this section.)

- A. General Lesson Goal(s): List the main goal(s) for each lesson.
- B. General Lesson Outcomes: List the tentative learner outcomes in four part for each lesson.
- C. Lesson Assessment: List the formative assessment tools that will be used to collect data to measure the outcomes from each of the five lesson plans. Include these specific tools after each lesson plan.

III. Key Resources for the Unit

- A. Books (fiction and nonfiction), textbooks, teacher's guides, ancillary materials, etc. (Use correct APA citation format.)
- B. Simulations, games, manipulatives, etc.
- C. Audio-visuals, technology resources, etc.
- D. Field trips, speakers, etc.
- E. Other resources

Recommended format for Section II of the Prompt:

Lesson Plan #1 Goal(s): _____

Lesson Plan #1 Outcomes

1. _____
2. _____
3. _____

Lesson Plan #1 Formative Assessment Tool(s)

1. _____
2. _____
3. _____

(Use this format for all lessons in the unit.)

Unit Outline Rubric

Rating Indicator	Inadequate	Minimal	Adequate	Thorough
Introduction	Few required elements included. No logical rationale for unit plan.	Most required elements included. Limited rationale for unit plan.	All required elements included: title, grade level and subject, time allocation, rationale for unit and unit goals. Adequately explains rationale for unit plan.	All required elements included: title, grade level and subject, time allocation, rationale for unit and unit goals. Thoroughly explains rationale for unit plan.
Unit Outline Component Pieces: Goals and Outcomes	Individual lesson goal not related to unit goal. Learner outcomes lack many of the four parts and seldom relate to the goal.	Individual lesson goal partially supports unit goal. Learner outcomes incorporate some of the four parts and somewhat relate to the goal.		Individual lesson goal supports unit goal. Learner outcomes clearly stated incorporating the four parts and aligned with goal.
Unit Outline Component Pieces: Pre-Assessment	Pre-assessment plan, data collection, and use of the data may not all be described and may not align with the unit and lesson goals and lesson outcomes. Pre-assessment tools are missing.	Pre-assessment plan, data collection, and use of the data are all described but may not align with the unit and lesson goals and lesson outcomes. Pre-assessment tools may be missing or not align with goals and outcomes.	Pre-assessment plan, data collection, and use of the data are all adequately described. Pre-assessment tool(s) are included and align with the unit and lesson goals and lesson outcomes.	Pre-assessment plan, data collection, and use of the data are all clearly and comprehensively described. Pre-assessment tool(s) are included and align with the unit and lesson goals and lesson outcomes.
Unit Outline Component Pieces: Formative Assessment	Few formative assessment tools are listed and do not appear to be appropriate tools for assessing lesson goals and outcomes. No variety of assessment tools.	Some formative assessment tools are listed and may not be appropriate tools to assess lesson goals and outcomes. Little variety of assessment tools.	All formative assessment tools are listed and appear appropriate to assess the lesson goals and outcomes. Some variety of assessment tools.	All formative assessment tools are listed and appear appropriate to assess the lesson goals and outcomes. There are a variety of assessment tools utilized throughout the unit.
Unit Outline Component Pieces: Summative Assessment	The summative assessment tool(s) are not be listed for the unit.	The summative assessment tool(s) are listed for the unit but may not appear appropriate to assess student mastery of the lesson goals and outcomes.		The summative assessment tool(s) are listed for the unit and thoroughly assess student mastery of the lesson goals and outcomes.
Key Resources for the Unit	Includes few resources which may or may not be appropriate for the unit.	Includes a limited variety of appropriate key resources for the unit that support teaching and learning.	Includes a variety of appropriate key resources for the unit that support teaching and learning.	Includes a wide variety of appropriate key resources for the unit that support teaching and learning.

UNIT PLAN

Fontbonne Lesson Plan

Task

Fully develop a minimum of five (5) lesson plans connected to a common theme following the Fontbonne Lesson Planning Model. Include **daily** assessment tools. Collect and display assessment data. Reflect on each lesson.

Prompt

- A. **Lesson plans:** five lesson plans based upon the model provided.
- B. **Include actual assessment tools** such as quizzes, tasks, rubrics, journal prompts, homework, etc.
- C. **Prepare a grade book:** record individual student assessment results (pre-assessment, formative and summative).
 1. **Do not use student names.**
 2. Include **all** assessments that addressed each learner outcome in each lesson of your unit.
 3. The data must be numeric in value.
 4. Label each assessment.
- D. **Reflect** on your lesson in light of how well the students mastered the learning outcomes.
- E. **Daily formative assessment data:** refer to the grade book.
- F. **Student work samples:** collect and include student work samples from:
 1. Your individual student.
 2. One student from your subgroup.
 3. One student from the class as a whole.

Fontbonne Lesson Plan

Name _____ Date _____

Cooperating Teacher/Mentor _____ School _____

Grade Level _____ Length of Lesson _____

Title of Lesson _____

I. Prior Knowledge

- How you will determine what the students already know before the lesson.
- Use of a **variety** of assessment tools.

II. Goal(s)

- State the broad intention for lesson.
- Include Show-Me Standards and Goals numbers. Use both knowledge standards and performance goals.
- Include Grade Level Expectations (GLEs), where available. (Website: <http://www.dese.mo.gov/divimprove/curriculum/GLE/>)

III. Learner Outcomes

- Write in four part format (under what conditions, who, what they will do, level of mastery).
- Determine what students will have accomplished when the lesson is completed.
- Include two or more learner outcomes.
- Make the outcomes appropriate to learner needs.
- Include Bloom's levels addressed.

IV. Assessment of Learner Outcomes

- Align assessments with outcomes and procedures and include Depth of Knowledge (DOK).
- Measure what the students learned after the lesson has been taught.
- **List** the assessment tools/artifacts used to collect data for each learner outcome.
- Include **copies** of all assessment tools after the lesson plan for each day.
- Utilize a **variety** of assessment tools to collect your assessment data.
- Include **differentiated assessments** to meet different learning profiles, readiness and interest levels.
- Keep data in some sort of a grade book page (e.g., spreadsheet, Power School, Grade Book, etc.) and print the results.

V. Procedures

- List what **you**, the teacher, will do to teach and ensure student learning.
- Align procedures directly with outcomes and assessments.
- Include differentiated teaching and learning strategies to meet diverse learning profiles, readiness and interests.
- Consider how your procedures promote effective management of the classroom and student behavior.
- Use Gardner's Multiple Intelligences for each activity.
- Use Bloom's in all questioning.

Procedures Outline

1. Introduction/Anticipatory Set
 - a. Identify the “hook” to get students interested and involved.
 - b. Tie the new learning to previous learning. This could include prior knowledge.
 - c. In language your students will understand, explain what they will know and be able to do at the end of the lesson and why this is important to their lives.
2. Identify the first teaching and learning strategy.
 - a. Details in outline form.
 - b. Identify differentiated teaching and learning strategies.
 - c. Identify how you will check for understanding and give **all** students the opportunity to respond (e.g., sampling, signaled responses, written responses, etc.).
 - d. Identify any flexible grouping you use in the strategy.
 - e. Identify teacher or student materials, technology or other resources, and any necessary changes in room space.
3. Repeat #2 above with additional teaching and learning strategies as often as necessary.
4. Closure
 - a. Identify how the **teacher** reinforces key concepts with students.
 - b. Identify how the **students** recap what they have learned in this lesson.

VI. Reflection on Lesson – (Not to be completed until after lesson has been taught.)

- Write in narrative form.
- Be specific and include not only concrete examples but also include **insights** you gained as a reflective practitioner.
- Use at least one paragraph per discussion point listed below.
 1. Summarize your feelings about the lesson. Briefly describe
 1. What went differently than was planned.
 2. What you would do differently next time.
 3. How your differentiated **instruction** addressed student learning profiles, readiness and interests and the effectiveness of these procedures.
 4. How you addressed learning profiles, readiness and interests in your **assessments** and the effectiveness of these assessments.
 5. How your **management** of the classroom and student behavior affected student learning.
 2. **Analyze the data in narrative form and draw conclusions.**
 - a. What did the data from your grade book indicate about students’ mastery of the learner outcomes? Use numbers here.
 - b. What did the data tell you about your effectiveness in teaching the lesson?
 - c. How did the data influence your planning for the next lesson(s)?

Fontbonne Lesson Plan Rubric

Rating Indicator	Inadequate	Minimal	Adequate	Thorough
Prior Knowledge	No variety of assessment tools are used to determine some of the students' prior knowledge before the lesson begins.	Little variety of assessment tools are used to determine most of the students' prior knowledge before the lesson begins.	Some variety of assessment tools are used to determine all students' prior knowledge before the lesson begins.	A wide variety of assessment tools are used to determine all students' prior knowledge before the lesson begins.
Goal(s)	Goal lacks broad intention for the lesson and does not include Show-Me (knowledge and performance) standards, and GLEs.	Goal lacks broad intention for the lesson and may not include all Show-Me (knowledge and performance) standards, or GLEs.		Goal is clearly stated and includes broad intention for the lesson, relevant Show-Me (knowledge and performance) standards, and GLEs.
Learner Outcomes	Outcomes are not written in four part format, do not include Bloom's levels, and are not appropriate to learner needs.	Outcomes are not written in four part format, may not align with the lesson goal, may not include Bloom's levels, or may not be appropriate to learner needs.		At least two outcomes are clearly stated, written in four part format, align with the lesson goal, include Bloom's levels, and are appropriate to learner needs.
Assessment of Learner Outcomes	Assessments are not aligned with outcomes, do not include DOK levels, or show a variety of differentiated assessment tools. Copies of assessment tools are missing. Assessment data and student work samples are missing.	Assessments are somewhat aligned with outcomes, may not include DOK levels nor show a variety of differentiated assessment tools used to collect assessment information. Copies of most assessment tools are included at the end of each lesson. Assessment data reported in grade book format and student work samples may not be included at the end of each lesson.	Assessments are aligned with outcomes and include DOK levels. Some variety of differentiated assessment tools are used to collect assessment information and copies of all assessment tools are included at the end of each lesson. Assessment data reported in grade book format and student work samples are included at the end of each lesson.	Assessments are clearly aligned with outcomes and include appropriate levels of DOK. A wide variety of differentiated assessment tools are used to collect assessment information and copies of all assessment tools are included at the end of each lesson. Assessment data reported in grade book format and student work samples are included at the end of each lesson.

<p>Procedures</p>	<p>Procedures may not be aligned with outcomes & assessments and may not include appropriate introduction and closure for each lesson. No variety of differentiation strategies is utilized. Bloom's, MI theory, checking for understanding, flexible grouping, and resources may not all be used. No procedures are listed to manage the classroom and student behavior.</p>	<p>Procedures may not be aligned with outcomes & assessments or may not include appropriate introduction and closure for each lesson. Little variety of differentiation strategies are utilized to help most students learn. Bloom's, MI theory, checking for understanding, flexible grouping, and resources are used. Procedures are listed to manage the classroom and student behavior but may not be effective strategies.</p>	<p>Procedures are aligned with outcomes & assessments and include appropriate introduction and closure for each lesson. Some variety of differentiation strategies are utilized to help all students learn. Bloom's, MI theory, checking for understanding of all students, flexible grouping, and resources are used consistently. Procedures are listed to effectively manage the classroom and student behavior.</p>	<p>Procedures are directly aligned with outcomes & assessments & include clear & appropriate introduction and closure for each lesson. A wide variety of differentiation strategies are utilized to help all students learn. Use of Bloom's, MI theory, checking for understanding of all students, flexible grouping, and resources are used consistently and with purpose. Procedures are listed to effectively manage the classroom and student behavior.</p>
<p>Reflection on Lesson</p>	<p>Description of what went differently than planned and insight into what to do differently next time may be superficial. No reflection on the appropriateness of the differentiated instructional, assessment or management strategies used and how they impacted student learning. Analysis of data is weak or missing. Level of teaching effectiveness and how this analysis provided relevant information in order to plan for the next lesson may be weak or missing.</p>	<p>Description of what went differently than planned or insight into what to do differently next time may be superficial. Limited reflection on the appropriateness of the differentiated instructional, assessment and management strategies used and how they impacted student learning. Analysis of data indicated the level to which most students mastered the outcomes. Level of teaching effectiveness and how this analysis provided relevant information in order to plan for the next lesson may be limited.</p>	<p>Description of what went differently than planned and insight into what to do differently next time. Clear reflection on the appropriateness of the differentiated instructional, assessment and management strategies used and how they impacted student learning. Analysis of data indicated the level to which all students mastered the outcomes, the level of teaching effectiveness and how this analysis provided relevant information in order to plan for the next lesson.</p>	<p>Thorough description of what went differently than planned and strong insight into what to do differently next time. In depth reflection on the appropriateness of the differentiated instructional, assessment and management strategies used and how they impacted student learning. Analysis of data indicated the level to which all students mastered the outcomes, the level of teaching effectiveness and how this analysis provided relevant information in order to plan for the next lesson.</p>

Fontbonne Lesson Plan Scoring Guide

	LESSON				
	1	2	3	4	5
<u>Prior Knowledge</u>					
• Determines what all the students already know before the lesson	___	___	___	___	___
• Variety of assessment tools	___	___	___	___	___
<u>Goal(s)</u>					
• Broad intention for lesson	___	___	___	___	___
• Include Show-Me Standards and Goals numbers	___	___	___	___	___
• Include GLEs	___	___	___	___	___
<u>Learner Outcomes</u>					
• Written in four part format	___	___	___	___	___
• What students have accomplished after the lesson	___	___	___	___	___
• Two or more outcomes	___	___	___	___	___
• Appropriate to learner needs	___	___	___	___	___
• Include Bloom’s levels addressed	___	___	___	___	___
<u>Assessment of Learner Outcomes</u>					
• Aligned with outcomes and procedures & include DOK	___	___	___	___	___
• Measure what the students learned after the lesson has been taught	___	___	___	___	___
• List assessment tools used	___	___	___	___	___
• Assessment tools included after the lesson plan	___	___	___	___	___
• Student work samples included after the lesson plan	___	___	___	___	___
• Utilize a variety of assessment tools	___	___	___	___	___
• Include differentiated assessments	___	___	___	___	___
• Keep data in a grade book and include results after the lesson plan	___	___	___	___	___
<u>Procedures</u>					
• What you, the teacher, will do to teach and ensure student success	___	___	___	___	___
• Aligned with outcomes and assessments	___	___	___	___	___
• Variety of differentiated teaching and learning strategies	___	___	___	___	___
• Procedures that promote effective management	___	___	___	___	___
• Identify Gardner’s MI, Bloom’s Taxonomy	___	___	___	___	___
• Implements an anticipatory set	___	___	___	___	___
• Identify checking for understanding	___	___	___	___	___
• Identify flexible groupings	___	___	___	___	___
• Identify additional materials needed	___	___	___	___	___
• Implements appropriate closure to each lesson	___	___	___	___	___

Unit Reflection

Task

Consider the planning and implementation of the unit. Reflect on your effectiveness as the teacher in the instructional process of this unit. Link your effectiveness to student learning results. Incorporate information from your lesson reflections, assessment data, anecdotal information, and feedback received from your cooperating teacher or mentor and university supervisor.

Prompt

Write a reflection on the unit as a whole which includes:

1. **Narrative analysis of the summative data and conclusions:** In a narrative format, use the summative assessment data from your unit as a basis for analysis of the degree to which your students mastered all learner outcomes.
 - a. Analyze the student data in three ways: whole class, subgroup, and individual student. (NOTE: Special Education, Deaf Education and Special Education Field Experience candidates should refer to page 8, section E. Consult with your university supervisor to determine how to format your summative data analysis.)
 - b. What do the data tell you? Write about the full group first using the prompts below. Repeat the prompts in a narrative about the subgroup and the individual you tracked. Be sure to address all three.
 - i. How well did they learn in general? Use numbers here.
 - ii. To what degree did they learn what you wanted them to learn?
 - iii. Draw some conclusions about the achievement level of the group, the subgroup and the individual.
 - iv. How did the full group learn as compared to the subgroup and individual?
2. Explain any barriers to learning your students faced in this unit (to include behavioral/motivational issues). Focus on factors you can impact as a teacher. How did these impact the effectiveness of your teaching and student learning? Discuss what you could do differently in the future to improve your students' performance.
3. Discuss what you learned about yourself as a teacher and about teaching. Include your most significant insight from teaching this unit.
4. Discuss what you learned about your students as learners and about learning in general. Include the following:
 - a. How your differentiated **instruction** addressed student learning profiles, readiness and interests and the effectiveness of these procedures.
 - b. How you addressed learning profiles, readiness and interests in your **assessments** and the effectiveness of these assessments.
 - c. How your **management** of the classroom and student behavior affected student learning.

Suggested Page Length: 3 pages

Unit Reflection Rubric

Prompt	Inadequate	Minimal	Adequate	Thorough
Grade Book	Grade book is missing or include only a few assessments that address some learner outcomes. Data are not numeric in value. Assessments are not labeled and student names are not disguised.	Grade book includes most assessments (pre-assessment, formative and summative) that address learner outcomes and most data are numeric in value. Some assessments are labeled and student names are not disguised.	Grade book includes all assessments (pre-assessment, formative and summative) that address learner outcomes and all data are numeric in value. All assessments are labeled and student names are omitted or disguised.	Grade book includes a comprehensive list of all assessments (pre-assessment, formative and summative) that thoroughly address all learner outcomes and all data are numeric in value. All assessments are clearly labeled and student names are omitted or disguised.
Narrative Analysis of the Summative Data and Conclusions: Whole Group	No analysis of summative assessment data for whole group. No analysis of the degree to which students mastered the outcomes. Synthesis of the achievement level of the group and comparison of the mastery levels of the full group with the subgroup and individual are missing.	Limited of analysis of summative assessment data for whole group. Data analysis may not explain the degree to which students mastered the outcomes. Synthesis of the achievement level of the group is limited. May be no comparison of the mastery levels of the full group with the subgroup and individual.	Adequate depth of analysis of summative assessment data for whole group. Data analysis explains the degree to which students mastered the outcomes. Synthesis of the achievement level of the group is adequate. Compares mastery levels of the full group with the subgroup and individual.	Exceptional depth of analysis of summative assessment data for whole group. Data analysis clearly explains the degree to which students mastered the outcomes. Clear and comprehensive synthesis of the achievement level of the group. Comparison to the subgroup and individual shows depth of understanding.
Narrative Analysis of the Summative Data and Conclusions: Subgroup	No analysis of summative assessment data for sub-group. No analysis of the degree to which sub-group mastered the outcomes. Synthesis of the achievement level of the sub-group and comparison of the mastery levels of the sub-group with the full group and individual are missing.	Limited of analysis of summative assessment data for sub- group. Data analysis may not explain the degree to which sub- group mastered the outcomes. Synthesis of the achievement level of the sub-group is limited. May be no comparison of the mastery levels of the sub- group with the full group and individual.	Adequate depth of analysis of summative assessment data for sub- group. Data analysis explains the degree to which sub- group mastered the outcomes. Synthesis of the achievement level of the sub-group is adequate. Compares mastery levels of the sub- group with the full group and individual.	Exceptional depth of analysis of summative assessment data for sub- group. Data analysis clearly explains the degree to which sub- group mastered the outcomes. Clear and comprehensive synthesis of the achievement level of the sub-group. Comparison to the full group and individual shows depth of understanding.
Narrative Analysis of the Summative Data and Conclusions: Individual	No analysis of summative assessment data for individual. No analysis of the degree to which individual mastered the outcomes. Synthesis of the achievement level of the individual and comparison of the mastery levels of the individual with the full group and sub-group are missing.	Limited of analysis of summative assessment data for individual. Data analysis may not explain the degree to which individual mastered the outcomes. Synthesis of the achievement level of the individual is limited. May be no comparison of the mastery levels of the individual with the full group and sub-group.	Adequate depth of analysis of summative assessment data for individual. Data analysis explains the degree to which individual mastered the outcomes. Synthesis of the achievement level of the individual is adequate. Compares mastery levels of the individual with the full group and sub-group.	Exceptional depth of analysis of summative assessment data for individual. Data analysis clearly explains the degree to which individual mastered the outcomes. Clear and comprehensive synthesis of the achievement level of the individual. Comparison to the full group and sub-group shows depth of understanding.

Barriers	No explanation of barriers to student learning. No discussion of impact on student learning. No discussion of future teaching actions to address the impact of these barriers on student learning.	Limited explanation of barriers to student learning. Limited discussion of impact on student learning. Limited discussion of future teaching actions to address the impact of these barriers on student learning.	Clear explanation of barriers to student learning including a discussion of impact on student learning. Adequate discussion of future teaching actions to address the impact of these barriers on student learning.	Clear explanation of barriers to student learning including an in-depth discussion of impact on student learning. Detailed discussion of future teaching actions to address the impact of these barriers on student learning.
Yourself as a Teacher	Vague or missing description of what you learned about yourself as a teacher and about teaching in general. The significant insight from teaching the unit is not relevant or is missing.	Some description of what you learned about yourself as a teacher and about teaching in general. The significant insight from teaching the unit may not be relevant or may be missing.	Clear description of what you learned about yourself as a teacher and about teaching in general. Clearly describes a significant insight from teaching the unit.	Exceptional depth in the description of what you learned about yourself as a teacher and about teaching in general. Comprehensive discussion of a significant insight from teaching the unit.
Students as Learners and Learning in General	Little or no discussion of what you learned about students as learners and about learning in general. Little or no discussion of differentiation strategies in instruction, assessment and management and how they addressed student learning profiles, readiness and interests. No discussion of why these were effective for student learning.	Superfluous discussion of what you learned about students as learners and about learning in general. Use of differentiation strategies in instruction, assessment and management and how they addressed student learning profiles, readiness and interests were marginally addressed. Little or no discussion of why these were effective for student learning.	Clear discussion of what you learned about students as learners and about learning in general. Some insight into the use of differentiation strategies in instruction, assessment and management and how they addressed student learning profiles, readiness and interests. Discussion of why these were effective for student learning.	Comprehensive and in depth discussion of what you learned about students as learners and about learning in general. Strong insight into the use of differentiation strategies in instruction, assessment and management and how well they addressed student learning profiles, readiness and interests. Clear discussion of why these were effective for student learning.

My Professional Journey...Next Steps

Task

Write a reflective conclusion to the opening essay, *My Journey to Becoming a Teacher*.

Prompt

Include the following in your narrative:

1. **Reflection on your student teaching or field experience.** What did you most enjoy about the experience? What were your strengths?
2. **Professional collaboration.** How was your student teaching or field experience enriched by your development of relationships with parents, students, colleagues and/or the community?
3. **Re-examine impact of Conceptual Framework on student teaching or field experience.** What does being a reflective decision maker mean to you now? Give concrete examples of your reflective decision making during student teaching or field experience. What new understandings of and appreciation for the Conceptual Framework have you gained?
4. **Highlight a commitment key to being an effective teacher and a commitment you need to work on.** Consider Fontbonne's professional, academic, and instructional commitments. Discuss one key commitment you possess that contributes to your being an effective teacher. Describe another commitment that is a key to being an effective teacher that you need to develop more fully. What is your plan for professional development in this area? Are these commitments the same or different than the ones you identified in your *My Journey to Becoming a Teacher*? If different, why did it change?
5. **Professional Development.** Reflect on immediate professional growth needs. Additionally, discuss long-term professional growth that would enhance your teaching.

Suggested Page Length: 3-4 pages

My Professional Journey . . . Next Steps

Rubric

Prompt	Inadequate	Minimal	Adequate	Thorough
Reflection on student teaching experience	No description or reflection of student teaching experience.	Superficial reflection of student teaching experience.	Adequate reflection of student teaching experience.	Comprehensive reflection of student teaching experience.
Reflection on Professional Collaboration	No evidence of development of relationships with parents, students, colleagues and/or the community.	Limited reflection on relationships with parents, students, colleagues and/or the community.	Adequate reflection on relationships with parents, students, colleagues and/or the community.	Thorough reflection on relationships with parents, students, colleagues and/or the community.
Re-examine impact of <i>Conceptual Framework</i> on student teaching	No evidence of understanding of the relationship between the <i>Conceptual Framework</i> and student teaching.	Superficial understanding of relationship between the <i>Conceptual Framework</i> and student teaching experiences.	Demonstrates adequate understanding of the relationship between the <i>Conceptual Framework</i> and student teaching.	Demonstrates depth of understanding of the relationship between the <i>Conceptual Framework</i> and student teaching.
Highlight of key <i>Commitments</i>	No discussion of key <i>Commitments</i> .	Limited discussion of key <i>Commitments</i> .	Adequate discussion of key <i>Commitments</i> .	Comprehensive elaboration on key <i>Commitments</i> .
Professional Development	Little or no description of professional development needs for short or long term professional growth. One or both components may be missing.	Superficial reflection of professional development needs for short or long term professional growth.	Adequate reflection of professional development needs for both short and long term professional growth.	Comprehensive reflection of professional development needs for both short and long term professional growth.

Appendices for the Culminating Project

Include artifacts or supporting documents as evidence of your competency in the MoSTEP Standards that may not be encompassed in the body of the culminating project.

1. Transcripts (print the Fontbonne Academic Record) (If you are a post-baccalaureate student, include a copy of your bachelor's degree transcript.)
2. Praxis II score(s) (if available)
3. Academic paper(s) for middle and secondary majors
4. Philosophy of Education paper and reflection for Quality Indicator 2 (prompt found in "Miscellaneous Information" of this manual and in the Student Teaching/Field Experience Manual)
5. Classroom and Behavior Management Plan and reflection for Quality Indicator 6 (prompt found in "Miscellaneous Information" of this manual and in the Student Teaching/Field Experience Manual)
6. Evidence of professional development and reflection for Quality Indicator 9 (prompt found in "Miscellaneous Information" of this manual and in the Student Teaching/Field Experience Manual)
7. Evidence of collegial and parental involvement and reflection for Quality Indicator 10 (prompt found in "Miscellaneous Information" of this manual and in the Student Teaching/Field Experience Manual)

Miscellaneous Informational Attachments in this Manual

1. Culminating Project Release Form
2. Culminating Project Relationship to MoSTEP Quality Indicators
3. Culminating Project Notebook Format and Organization
4. Conceptual Framework
5. Commitments of the Responsible Educator
6. Contextual Factors Framework
7. Contextual Factors Worksheet
8. Fontbonne's Policy on Academic Integrity/Honesty
9. Dean's Statement on Writing Standards
10. Standards for Writing at Fontbonne University
11. Culminating Project Evaluation of MoSTEP Competencies
12. Reflection Prompts
 - a. Philosophy of Education
 - b. Classroom and Behavior Management Plan
 - c. Professional Development
 - d. Collegial and Parental Involvement
13. Depth of Knowledge Chart (excellent website:
<http://facstaff.wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.do>)



Culminating Project Release Form

I am a participant in a performance-based assessment of my teaching that has required me to submit samples of my work that may include unit/lesson plans, student assessments, analysis of learning results and samples of student work. I grant permission to Fontbonne University to use these materials for assessment, training, research and development efforts. I understand that no student names will appear on any materials used for any of the above purposes. I also understand that my name will not appear on any of the materials used unless I have given permission by checking the box below:

- I grant permission to list me as the author of the culminating project with the following title:

Title of Culminating Project (please print)

Teacher Education Candidate Signature

Date Signed

Clearly print all information:

Teacher education candidate _____

Permanent home address _____

Site of student teaching _____

Name of university supervisor _____

Culminating Project Relationship to MoSTEP Standards Quality Indicators

Culminating Project Relationship to MoSTEP Standards Quality Indicators	Evidence of Competency
<p>1.2.1 Knowledge of Subject Matter The preservice teacher understands the concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<ul style="list-style-type: none"> • Transcripts (<i>Appendix</i>) • Praxis II results (<i>Appendix</i>) • Academic paper(s) for middle/secondary majors (<i>Appendix</i>) • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections
<p>1.2.2 Human Development and Learning The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social and personal development of all students.</p>	<ul style="list-style-type: none"> • Philosophy of Education & Reflection (<i>Appendix</i>) • <i>My Journey to Becoming a Teacher</i> • Contextual Factors & Implication • Unit Outline • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections
<p>1.2.3 Individualizing Instruction The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications • Unit Outline • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections
<p>1.2.4 Curriculum and Planning The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district and state performance standards.</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications • Unit Outline • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection
<p>1.2.5 Instructional Strategies The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection
<p>1.2.6 Classroom Motivation & Management The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<ul style="list-style-type: none"> • Classroom Behavior Management Plan & reflection (<i>Appendix</i>) • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection
<p>1.2.7 Communication Skills The preservice teacher models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom</p>	<ul style="list-style-type: none"> • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection • <i>My Professional Journey . . . Next Steps</i> • Quality of Writing
<p>1.2.8 Assessment of Student Learning The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<ul style="list-style-type: none"> • Unit Outline • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection
<p>1.2.9 Reflective Decision Maker The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for students.</p>	<ul style="list-style-type: none"> • Evidence of professional development activities and reflection (<i>Appendix</i>) • <i>My Journey to Becoming a Teacher</i> • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection • <i>My Professional Journey . . . Next Steps</i>
<p>1.2.10 Partnerships The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.</p>	<ul style="list-style-type: none"> • Evidence of collegial/parental interaction and reflection (<i>Appendix</i>) • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections • Unit Reflection • <i>My Professional Journey . . . Next Steps</i>
<p>1.2.11 Technology in Teaching and Learning The preservice teacher understands the theory and practice of technological operations, concepts, tools, and software and can use these to create meaningful learning opportunities for all students.</p>	<ul style="list-style-type: none"> • Contextual Factors and Implications • Unit Outline • Fontbonne Lesson Plans • Fontbonne Lesson Plan Reflections

Culminating Project Notebook Format and Organization

Notebook Organization

- Please do not use clear plastic sleeve protectors.
- You will need to purchase tabs for the notebook organization. Listed below are the tabs you should include in your notebook. Use the title indicated.
- Format: Times New Roman font, 12 point, one inch margins, double spaced and use either APA, MLA or Chicago Manual Style format for citation documentation (Put reference citations at the end of each section and titled “References”.)
- **Do not use student names anywhere in your culminating project.** Refer to students by number, initials or an alias. Obtain written permission from students’ parents if you are going to use any pictures.

Notebook Organization

1. Place the following at the beginning of the notebook in this order (not tabbed)
 - Resume’
 - Title page:
 - Name
 - Area(s) of certification
 - Project title or topic
 - Grade level
 - Subject
 - School where you taught the unit
 - Date submitted (semester/year – e.g., Fall 2009)
 - Completed Culminating Project Release Form (In Miscellaneous Informational Attachments section of the manual)
 - Table of Contents
 - Culminating Project Relationship to MoSTEP Quality Indicators (In Miscellaneous Informational Attachments section of the manual)
2. **Tab One --** *My Journey to Becoming a Teacher*
3. **Tab Two --** Contextual Factors (Include the following: data sheets and narrative)
4. **Tab Three --** Unit Outline
5. **Tab Four --** Unit Lesson Plans. Include the following in this order:
 - Individual Fontbonne Lesson Plans
 - Lesson reflections
 - Assessment tools
 - Daily assessment data in grade book form
 - Daily student work samples
6. **Tab Five --** Unit Reflection
7. **Tab Six --** *My Professional Journey . . . Next Steps*
8. **Tab Seven --** Appendices:
 - Transcripts
 - Praxis score (if available)
 - Academic paper(s) for middle and secondary school majors
 - Philosophy of education paper and reflection for Quality Indicator 2
 - Classroom behavior management plan and reflection for Quality Indicator 6
 - Evidence of professional development and reflection for Quality Indicator 9
 - Evidence of collegial/parental involvement and reflection for Quality Indicator 10

FONTBONNE UNIVERSITY

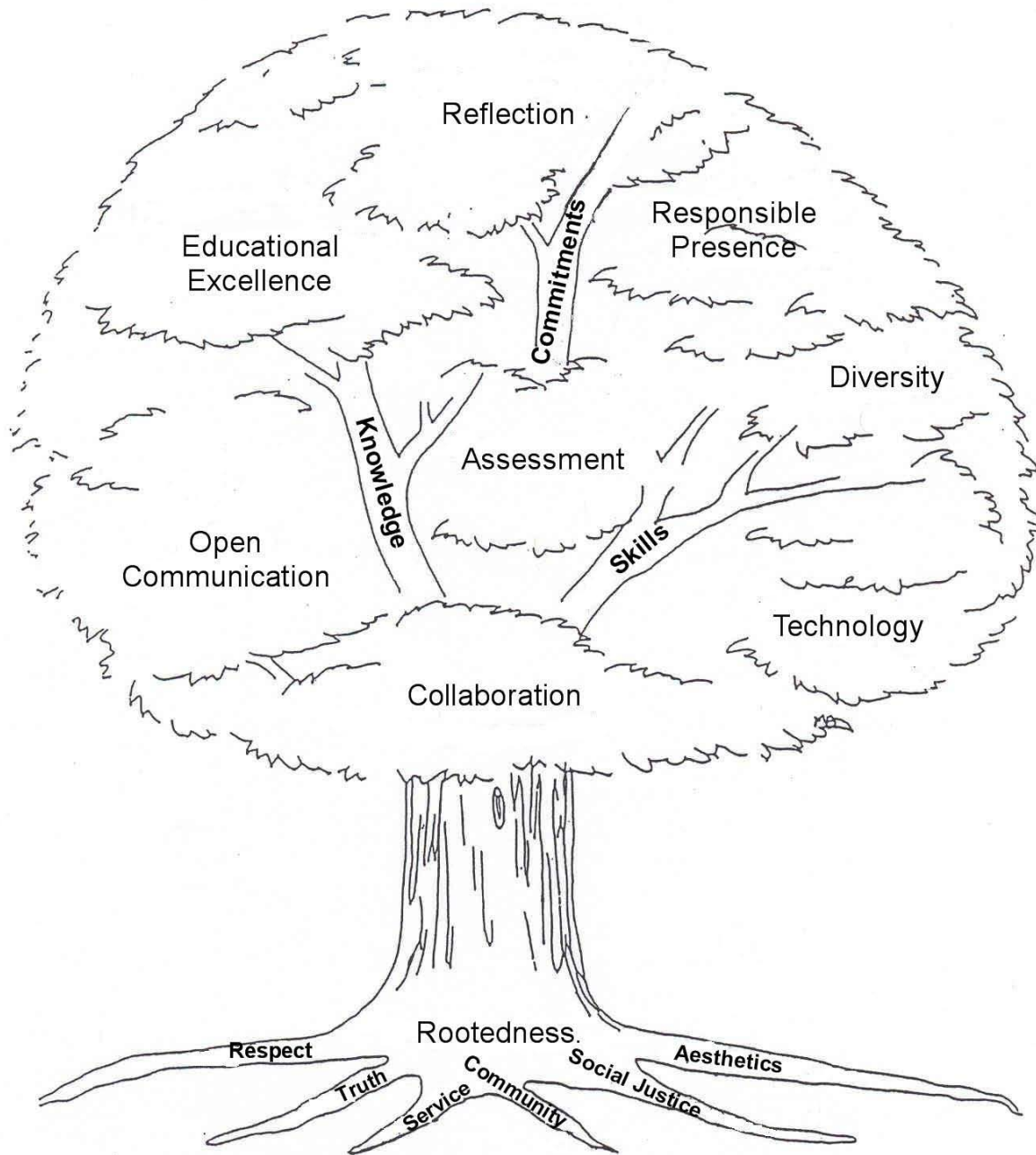
CONCEPTUAL FRAMEWORK STATEMENT

On March 1, 2000 the Faculty General Assembly unanimously endorsed an Academic Vision Statement that had been worked on by the entire Academic Community and finally drafted by a Task Force. A Sub-Committee of the Teacher Certification Committee worked to adapt this statement into a **Conceptual Framework Statement**.

The following **Conceptual Framework Statement** was unanimously endorsed by the Teacher Certification Committee on May 12, 2000.

“The teacher certification programs at Fontbonne University seek to develop informed professionals who will bring a discerning presence to the larger educational community. Through an emphasis on teaching and learning, our programs promote a vital interaction between intellectual engagement and social responsibility, bringing meaning to information and insight to the inquiring mind. In an open, caring, and challenging environment, students and faculty integrate knowledge from courses in the liberal arts and teacher education, developing the understanding and skills central to reflective and committed work in the teaching profession. Fontbonne prepares preservice teachers who, as reflective decision-makers, consistently assess the effects of their values and actions on others. By combining a pursuit of academic excellence and an evolving awareness of the world’s needs, Fontbonne’s programs thereby strengthen the relationship between the educated person and a diverse society, helping to make the certified teacher a force for growth, learning, and social justice.”

Fontbonne University's Conceptual Framework



Reflective Decision Maker

FONTBONNE UNIVERSITY
TEACHER EDUCATION UNIT
COMMITMENTS OF THE REFLECTIVE DECISION MAKER

I. PROFESSIONAL COMMITMENTS

- To exhibit **enthusiasm** for teaching as a profession and a personal vision of educational goals
- To **participate** in class and field experiences in a manner befitting a **professional** educator
- To develop and **refine standard oral and written communications** skills which are a positive reflection upon the profession
- To effectively **communicate, collaborate, and cooperate** with colleagues, parents, and the larger educational community
- To respect the privacy of students and the **confidentiality** of information as required by law
- To accept and use **feedback for professional growth** and development
- To exhibit **self-management, planning and organizational skills** needed to complete tasks by required deadlines.

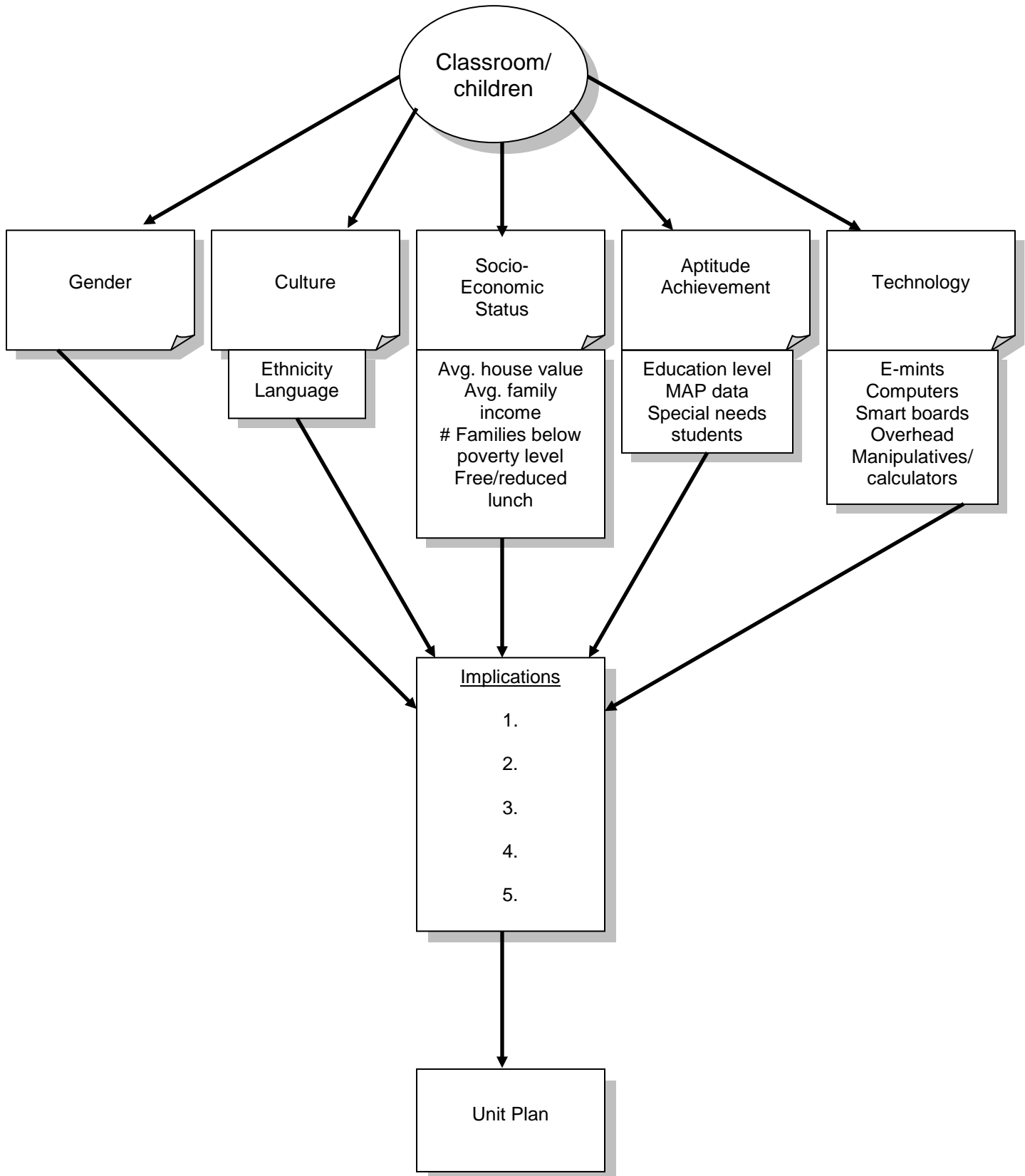
II. ACADEMIC COMMITMENTS

- To exhibit **enthusiasm** for the discipline(s) to be taught
- To exhibit solid **knowledge of content**
- To adhere to tenets of **academic honesty/integrity**
- To **connect academics to everyday life**
- To keep **abreast of new ideas** and trends in the discipline(s) and in the profession

III. INSTRUCTIONAL COMMITMENTS

- To use **reflection** as an on-going impetus to improvement of instruction
- To show **respect** for the diverse talents of all learners
- To show **sensitivity** to community, cultural and gender differences in implementing instruction
- To keep **abreast of new ideas**, resources and trends in instructional methodology
- To use **assessment** as a means of fostering student growth and to promote self-assessment as a tool of learning.
- To **value all aspects of a child's well-being** (cognitive, emotional, social and physical)
- To value **planning**, but understand the need for **flexibility**
- To integrate **technology** throughout the curriculum
- To use **student strengths as a basis for growth** and **student errors as opportunities for learning**

Contextual Factors Framework



Contextual Factors Worksheet

Data source: <http://www.dese.mo.gov/schooldata>

School District: _____

School: _____

Grade level: _____

School Factors	
Enrollment	
Ethnicity	
% Asian	
% Black	
% Hispanic	
% Indian	
% Hispanic	
% White	
Attendance rate	
% Students eligible for free/reduced lunch	
Student/teacher ratio	
NCLB AYP status	
MAP data for your grade level	
Mathematics	Grade level:
# and % Below Basic	
# and % Basic	
# and % Proficient	
# and % Advanced	
Communication Arts	Grade level:
# and % Below Basic	
# and % Basic	
# and % Proficient	
# and % Advanced	
Available technology	

Classroom Factors	
Enrollment	
Male	
Female	
Ethnicity	
% Asian	
% Black	
% Hispanic	
% Indian	
% Hispanic	
% White	
Special needs	
# Students eligible for free/reduced lunch	
Physical features	
Available technology	
Classroom management	
Other factors that may impact teaching/learning process	

FONTBONNE'S POLICY ON

ACADEMIC INTEGRITY/HONESTY

Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders (see Mission Statement). Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Individual instructors will set specific policies regarding academic integrity. In general students may expect to receive a 0 on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred.

Broader incidences of academic integrity include but are not limited to:

Abuse of resources is the damaging or any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work, destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Violations of academic integrity have a broad impact on the University and will result in University review and action.

**Dean's Statement on Writing Standards
Fontbonne University
Department of Education/Special Education**

Graduates of Fontbonne University's teacher-education programs must be able to express themselves in an exemplary manner. As a teacher, you are expected to model good communication skills, and your ability to do so is a key to respect from peers, parents, and students. Fontbonne University has adopted a five-element rubric for effective writing, and writing has become a major focus in the Department of Education/Special Education. As such, you will find that instructors are placing more emphasis on writing in all assignments.

We assume that the work presented to Fontbonne faculty is the best work that you can accomplish. This applies to all written assignments in your coursework to include papers, reports, exams, practicum notebooks, culminating project, etc. Should you exhibit consistent weakness in the work submitted, we will be forced to assume that your skill level is not of the quality necessary to perform well as a fully certificated teacher in your own classroom. Faculty may refer a student to the Dean's office for consistent failure to meet Fontbonne's writing standards. This may result in mandatory steps for remediation which may delay completion of your certification program.

Instructors in the Education/Special Education Department are encouraged to reject student work that, in the opinion of the instructor, does not exhibit the quality expected of a Fontbonne University student. Instructors will have the option to accept or not to accept revisions of rejected work. Instructors also have the option of lowering grades for unacceptable work that has been revised and resubmitted.

Please make every effort to proofread your work or seek a peer who might help you with editing. Instructor feedback should be a further guide to improvement. If you feel that your deficiencies need more extensive remediation, we strongly suggest that you seek assistance at the Kinkel Center. The Kinkel Center is an important resource specifically designed to assist you with writing and other academic issues.

The faculty of Fontbonne University is committed to your success as you seek to become a professional educator. More important, however, is our commitment to the hundreds of students whom you will face in your classroom. It is to your students that we are ultimately responsible when we recommend you as a professional who is worthy of serving them well.

Dr. William W. Freeman
Dean of Education
Fontbonne University

7/2007

STANDARDS FOR WRITING AT FONTBONNE UNIVERSITY

THE FIVE ELEMENTS OF WRITTEN WORK AT THE UNIVERSITY LEVEL

Instructors evaluate five basic elements of writing. Though these elements are called by many different names, they can be summed up in the following list. It is important to note that some instructors, depending on the academic discipline or the specific course or assignment, may weigh some elements more heavily than others. The first three are considered major elements, and a writing assignment may be considered inadequate if one of these elements is missing or seriously flawed.

FOCUS	<i>the point of the paper</i> Thesis, argument, point of the paper or the assignment, purpose, significance, unity, originality, creativity, academic audience
DEVELOPMENT	<i>how the paper expands or develops the focus</i> Evidence, support, content, balance, facts, research, details, background and context, paragraph unity and development
ORGANIZATION	<i>how the paper organizes the developed focus</i> Arrangement, transitions, introductory paragraph or section, concluding paragraph or section, flow, pacing, direction
STYLE	<i>how the paper reads</i> Word choice, diction, tone, voice, sentence structure, title, academic audience
CONVENTIONS	<i>how the paper conforms to standards of academic writing</i> Grammar, spelling, formatting, integration and citation of sources

HOW THE FIVE ELEMENTS OPERATE AT EACH GRADE

- A** Excellent; completely fulfills the expectations of the assignment; demonstrates understanding of the topic and the course and an ability to relate the topic and course materials to a broader context. The five elements (focus, development, organization, style, and conventions) all work together.
- B** Good. Demonstrates solid understanding of the topic but does not apply that knowledge as effectively as possible. One major element (focus, development, or organization) is flawed, or more than one major element is weak. Could be an A if the flawed element was corrected or the weak elements strengthened.
- C** Adequate. Fulfills the bare requirements of the assignment. Demonstrates superficial or otherwise incomplete understanding of the topic. More than one major element (focus, development, or organization) is flawed, and the others are weak.
- D** Poor. Does not fulfill the basic requirements of the assignment. Has some material relating to the question but does not demonstrate adequate understanding of the topic. One or more major elements (focus, development, organization) are missing, and the rest are flawed or weak.
- F** Failing. Fails to address the assignment or has no material relating to the question. Confusing and frustrating to read. May result from plagiarism or a lack of citation and reference information (please see statement on plagiarism).

Culminating Project Evaluation of MoSTEP Competencies

Quality Indicator	Evidence of Competency	Evaluation
<p>1.2.1 Knowledge of Subject Matter The preservice teacher understands the concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<ul style="list-style-type: none"> • Transcripts (<i>Appendix</i>) ____ • Praxis II results (<i>Appendix</i>) ____ • Academic paper(s) for middle/secondary majors (<i>Appendix</i>) ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ 	
<p>1.2.2 Human Development and Learning The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social and personal development of all students.</p>	<ul style="list-style-type: none"> • Philosophy of Education & Reflection (<i>Appendix</i>) ____ • <i>My Journey to Becoming a Teacher</i> ____ • Contextual Factors & Implications ____ • Unit Outline ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ 	
<p>1.2.3 Individualizing Instruction The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications ____ • Unit Outline ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ 	
<p>1.2.4 Curriculum and Planning The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district and state performance standards.</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications ____ • Unit Outline ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ 	
<p>1.2.5 Instructional Strategies The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ 	
<p>1.2.6 Classroom Motivation & Management The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<ul style="list-style-type: none"> • Classroom Behavior Management Plan & reflection (<i>Appendix</i>) ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ 	
<p>1.2.7 Communication Skills The preservice teacher models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom</p>	<ul style="list-style-type: none"> • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit Reflection ____ • <i>My Professional Journey . . . Next Steps</i> ____ • Quality of Writing ____ 	

<p>1.2.8 Assessment of Student Learning The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner</p>	<ul style="list-style-type: none"> • Unit Outline ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ 	
<p>1.2.9 Reflective Decision Maker The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<ul style="list-style-type: none"> • Evidence of professional development activities and reflection (<i>Appendix</i>) ____ • <i>My Journey to Becoming a Teacher</i> ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ • <i>My Professional Journey . . . Next Steps</i> ____ 	
<p>1.2.10 Partnerships The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.</p>	<ul style="list-style-type: none"> • Evidence of collegial/parental interaction and reflection (<i>Appendix</i>) ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ • Unit reflection ____ • <i>My Professional Journey . . . Next Steps</i> ____ 	
<p>1.2.11 Technology in Teaching & Learning The preservice teacher understands the theory and practice of technological operations, concepts, tools, and software and can use these to create meaningful learning opportunities for all students.</p>	<ul style="list-style-type: none"> • Contextual Factors & Implications ____ • Unit Outline ____ • Fontbonne Lesson Plans ____ • Fontbonne Lesson Plan Reflections ____ 	

All areas are rated using 4, 3, 2, or 1 except those items in the Appendix that are verified with a checkmark.

Comments: (NOTE: Readers should add explanatory comments if any of the Quality Indicator Evaluation scores are assessed at a “1” or a “2”.)

Signature of Reviewer: _____ Date _____ Approved _____ Not Approved _____

Reflections for Culminating Project Appendices

The following four reflections are to be included in the Appendices of your Culminating Project. They may be completed at any time during your student teaching or field experience and are due no later than the Exit Interview, or at a date determined by you and your university supervisor. Each reflection should be one page.

1. Student Development (satisfies MoSTEP Quality Indicator #2, Student Learning and Development)

- Review the Philosophy of Education paper you wrote in EDU 234 (or a like course). Based upon your experience in the classroom as a practicum student and as a student teacher, write a reflection stating whether or not your original Philosophy of Education has changed, with a rationale for why or why not. If your philosophy of education has changed, what do you now believe? Give at least two (2) examples or situations from your experience that support your philosophy or caused it to change. This reflection (approximately one page) will be required in the Appendix of the Culminating Project to satisfy Standard 2. Title the reflection “Quality Indicator #2 – Student Learning and Development”. You will attach your reflection to the original Philosophy of Education paper.

2. Classroom Motivation & Management (satisfies MoSTEP Quality Indicator #6 – Individual and Group Motivation)

- Review the “Factors Contributing to a Productive Classroom Environment: Classroom Management/Behavior Management” (see Appendix A in the student teaching or field experience handbook). Keeping these in mind, begin to actively observe the classroom management strategies employed by your cooperating teacher. Ask to see her/his Classroom Management Plan (if one exists). Reflect on the practices used, their effectiveness and how your style will be incorporated into this classroom. Be certain to pay particular attention to transitions and non-instructional times. Review the Classroom Management Plan you wrote in EDU 300/400/401/500 (or a like course). Based upon your observations of classroom management, your own reflections and your experiences in the classroom, write a reflection stating whether or not your original classroom management plan has changed, with a rationale for why or why not. What do you now believe about classroom management? Give at least two (2) examples or situations from your experience that support your classroom management plan or caused it to change. This reflection (approximately one page) will be required in the Appendix of the Culminating Project to satisfy Standard 6. Title the reflection “Quality Indicator #6 – Individual and Group Motivation”. Attach your reflection to the original Classroom Management Plan.

3. Reflective Decision Maker (satisfies MoSTEP Quality Indicator #9 – Reflective Practitioner)

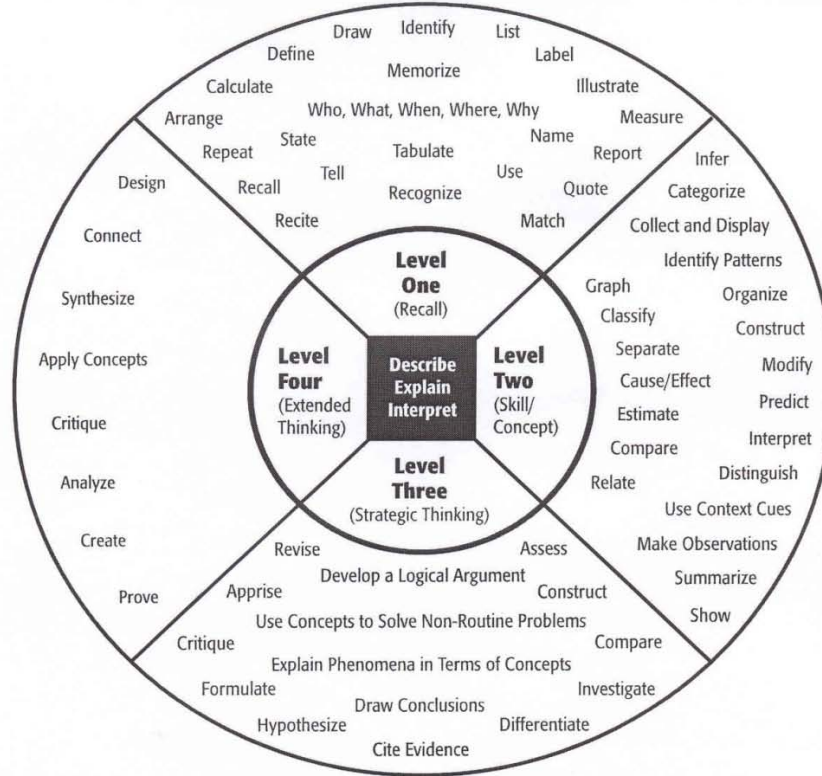
- Throughout your student teaching experience, actively and routinely reflect upon your content knowledge, pedagogy, teaching strategies, classroom management, assessment competencies, etc., in order to inform the need for your own continuing professional growth. Write a reflection which highlights at least two instances where you needed more expertise. Indicate how you did or how you will seek out opportunities to grow professionally. This reflection (approximately one page), along with evidence of

professional development, will be required in the Appendix of the Culminating Project to satisfy MoSTEP Quality Indicator 9. Title the reflection “Quality Indicator #9 – Reflective Practitioner” and attach it to the evidence of professional growth.

4. Partnerships (satisfies MoSTEP Quality Indicator #10 – Fostering Relationships)

- Throughout your student teaching experience, actively and routinely seek opportunities to develop caring, professional and productive relationships with colleagues, parents and educational partners in the school and larger community. Actively seek out advice and assistance from appropriate educational colleagues and partners. Write a reflection which highlights at least two examples of how you have fostered relationships with any of these constituencies and how this has helped you support student learning and well-being. This reflection (approximately one page), along with evidence of collegial and/or parental involvement, will be required in the Appendix of the Culminating Project to satisfy Standard 10. Title the reflection “Quality Indicator #10 – Fostering Relationships” and attach it to the evidence of collegial and/or parental involvement.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>