

EDU 637, Digital Creation, SP13

	Fails to Demonstrate	Emergent	Satisfactory	Excels	Score/Level
Engagement	Students are passive when using this product.	Involves student activity for less than 60% of the time.	Involves student activity for 60% to 80% of the time.	Involves student activity for more than 80% of the time.	
<p>Standards NY- D'Youville College Education Unit Conceptual Framework Standards Standard: PKS = Pedagogical Knowledge and Skills NY- New York State Teaching Standards (2011) Standard: Standard I: Knowledge of Students and Student Learning Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. Element and Indicator: I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning. Performance Indicator: a. Teachers use technological tools and a variety of communication strategies to engage each student. Standard: Standard II: Knowledge of Content and Instructional Planning Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. Element and Indicator: II.3 Teachers use a broad range of instructional strategies to make subject matter accessible. Performance Indicator: c. Teachers make meaningful connections between content and students' life experiences. Standard: Standard III: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. Element and Indicator: III.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. Performance Indicator: c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions. USA- InTASC Model Core Teaching Standards (2011) Standard: Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. Essential Knowledge: 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p>					



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Multiple Literacies	Does not require students to develop literacy skills.	Students use one or two different kinds of literacy and are not required to develop their literacy skills.	Students improve at least three different kinds of literacy, including technological.	Students are asked to improve at least four different kinds of literacy, including technological.	
<p>Standards NY- D'Youville College Education Unit Conceptual Framework Standards Standard: PKS = Pedagogical Knowledge and Skills USA- InTASC Model Core Teaching Standards (2011) Standard: Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Performance: 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p>					
Ability Levels	Designed for the average student.	Designed for one level of ability, with some adaptations for different levels.	Gifted, average, and struggling students can benefit from this product.	Gifted, average, and struggling students are all challenged by this product.	



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	<p>Standards NY- D'Youville College Education Unit Conceptual Framework Standards Standard: PKS = Pedagogical Knowledge and Skills NY- New York State Teaching Standards (2011) Standard: Standard I: Knowledge of Students and Student Learning Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. Element and Indicator: I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels. Performance Indicator: b. Teachers create developmentally appropriate lessons that address students' learning differences and needs. Standard: Standard IV: Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth. Element and Indicator: IV.2 Teachers create an intellectually challenging and stimulating learning environment. Performance Indicator: d. Students are actively engaged in learning. USA- NCATE Initial Licensure/Post-Baccalaureate (IL/PB) Standards (2012) Standard: STANDARD 3: Learning Environments: Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented , and students with low literacy levels. Assessments demonstrate that candidates are proficient in the following areas: Indicator: • Use of a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving and performance skills</p>				
English Language Learners and Special-Needs	No consideration of ELLs or special-needs students using this product.	This product would need more work to be usable by ELLs and students with disabilities.	Some ELLs and students with some disabilities can learn from or adapt this product.	ELLs and students with disabilities can learn from or adapt this product.	



	Fails to Demonstrate	Emergent	Satisfactory	Excels	Score/Level
Students	<p>Standards NY- D'Youville College Education Unit Conceptual Framework Standards Standard: PKS = Pedagogical Knowledge and Skills USA- CAEP Common Standards for Educator Preparation (October 2010) Standard: 1. CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS FOR EFFECTIVE WORK IN SCHOOLS. Indicator for: Teacher candidates and completers: Indicator: • nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn. USA- InTASC Model Core Teaching Standards (2011) Standard: Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Performance: 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. USA- NCATE Initial Licensure/Post-Baccalaureate (IL/PB) Standards (2012) Standard: STANDARD 3: Learning Environments: Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented , and students with low literacy levels. Assessments demonstrate that candidates are proficient in the following areas: Indicator: • Use of a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving and performance skills Standard: STANDARD 2: Content Pedagogy: Program assessments demonstrate candidates' knowledge and skills in effective teaching strategies that make the discipline comprehensible to P-12 students. Category: NCTE Indicator: • Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate and research based for supporting the teaching of English language arts. USA- NCATE- Unit Standards (effective fall 2008) National Council for Accreditation of Teacher Education Standard: Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Sub-standard: 1g. Professional Dispositions for All Candidates Standard: Standard 4: Diversity Sub-standard: 4a. Design, Implementation, and Evaluation of Curriculum and Experiences</p>				



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Content	The academic content has substantial errors and does not meet NYS/Common Core standards.	The academic content has errors and/or does not meet NYS/Common Core standards.	The academic content is generally accurate and meets broad NYS/Common Core standards.	The academic content is accurate and meets NYS/Common Core standards.	



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Standards

NY- D'Youville College Education Unit Conceptual Framework Standards

Standard: PKS = Pedagogical Knowledge and Skills

NY- New York State Teaching Standards (2011)

Standard: Standard II: Knowledge of Content and Instructional Planning Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element and Indicator:

II.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicator:

a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.

Performance Indicator:

b. Teachers engage students to use key disciplinary language with comprehension through instruction.

USA- CAEP Common Standards for Educator Preparation (October 2010)

Standard: 3. RESOURCES AND PRACTICES SUPPORT CANDIDATE LEARNING.

Indicator:

- Curricula and other program components meet state and/or national standards.

Standard: 1. CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS FOR EFFECTIVE WORK IN SCHOOLS.

Indicator for:

Teacher candidates and completers:

Indicator:

- know subject matter (including pedagogical content knowledge) and pedagogy.

USA- InTASC Model Core Teaching Standards (2011)

Standard: Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance:

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

Standard: Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance:

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Standard: Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Essential Knowledge:

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

USA- NCATE Initial Licensure/Post-Baccalaureate (IL/PB) Standards (2012)

Standard: STANDARD 1: Content Knowledge: Program assessments demonstrate candidates' knowledge of the content they plan to teach. Content has been defined by each SPA through a list of topics that address the discipline's knowledge base that must be evaluated as part of the transcript review. NOTE: Content can be partially, but not completely, covered in a state test.

Category: NCTE (Note: some courses may address more than one standard)

Indicator:

- Multi-cultural literature, young adult literature, literature of diversity including that by women

Standard: STANDARD 2: Content Pedagogy: Program assessments demonstrate candidates' knowledge and skills in effective teaching strategies that make the discipline comprehensible to P-12 students.

Category: NCTM

Indicator:

- Knowledge of instructional technology specifically for the mathematics classroom

Category: NCSS

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