

June 2009

Guidebook of Procedures

MASTER OF EDUCATION

Teaching and Learning Department



VANDERBILT
PEABODY COLLEGE

June 2009

**Master of Education
Guidebook of Procedures
Department of Teaching and Learning
Peabody College of Vanderbilt University**

Welcome to the Department of Teaching and Learning! We hope your study with us is stimulating and rewarding. Please feel free to contact the Graduate Program Coordinator, Graduate Studies Assistant or the Director of Graduate Studies for assistance as needed.

The latest requirements for your degree program can be found at our website at:
<http://peabody.vanderbilt.edu/x3897.xml>

This site also has information about when classes are typically scheduled and important forms you need in your progress toward completion of your degree program and the **Master of Education Handbook**.

Degree Progression Checklist

- _____ Communicate local address to Records Office either via Registration Data Form or at: <http://registrar.vanderbilt.edu/academicrec/address.htm>
- _____ Communicate local address to Graduate Program Coordinator to angela.saylor@vanderbilt.edu
- _____ Obtain VUNetID and e-password and a Vanderbilt email address at <https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html>
- _____ Set up a Vanderbilt email address: <http://its.vanderbilt.edu/vumail/>
- _____ Transfer credit from other institutions (if applicable)
- _____ Submit Program of Studies prior to completing 12 semester hours
- _____ Register for Capstone Experience
- _____ File an Intent to Graduate Form

1. Local Address

As soon as possible after matriculation, notify both the Records Office of Peabody College (Peabody Administration Building) and the Department of Teaching and Learning (DTL) Graduate Program Coordinator (Wyatt 350-1) of your local address and phone number. All of this can be done either via Registration Data Form or at:
<http://registrar.vanderbilt.edu/academicrec/address.htm>

2. E-Mail Address

Upon matriculation, you will be asked to establish a VUNetID and e-password. You need this to register for classes, view your transcript, get your grades, and participate in classes using OAK. You will also need to set up a Vanderbilt email address. All of this can be done at:

<https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html> and at <http://its.vanderbilt.edu/vumail/>

Your Vanderbilt email address is the **official address** for communications from Director of Graduate Studies, the Graduate Coordinator, Graduate Studies Assistant, and the Department Chair. Communications about upcoming events, registration for comprehensive examinations, and other matters pertaining to graduate study here at the Department of Teaching and Learning will only come to your official Vanderbilt email address. You can forward your mail from this address to any mail address you wish to use. Failure to respond to official communication may delay your graduation if deadlines are not met.

3. Transfer of Credit

Transfer work must have been completed at a regionally accredited institution in which the student was registered as a post-baccalaureate student at the time the graduate level credit was earned. Transcripts from each institution attended must be submitted even though the work may appear on another transcript. Transcripts must be sent directly from each school attended. Transcripts submitted by applicants are not acceptable. Credits earned with a grade lower than **B-** are not accepted as transfer credit. A course with a grade of **Cr., S, P,** etc. may be transferred provided the student's official transcript defines such grades as the equivalent of **B-** or better, or the registrar certifies an equivalent grade of **B-** or above.

Transfer credits counted toward a degree program require approval of the student's faculty advisor, Director of Graduate Studies, and the Associate Dean for Faculty and Programs. Transfer work completed prior to matriculation at Peabody College should be submitted for approval during the student's second semester of work at Peabody or prior to the completion of 12 semester hours of coursework, whichever occurs first. Transfer work to be completed after a student matriculates into Peabody College requires prior approval of the student's faculty advisor, Director of Graduate Studies, and the Associate Dean for Faculty and Programs.

A **maximum of six graduate-level semester hours** may be transferred to a 30 or 36 hour master's program. This also requires approval from the student's advisor, Director of Graduate Studies, and the Associate Dean for Faculty and Programs.

A maximum of nine graduate-level semester hours earned as a special student at Vanderbilt University **may** count toward a professional master's degree program.

The Transfer of Credit form is available from the Graduate Studies Assistant (Wyatt 350-1) or in PDF format at this site: <http://peabody.vanderbilt.edu/x3916.xml>

4. **Program of Studies**

You must file a departmental Program of Studies **prior** to the completion of your first twelve hours of study at Peabody College of Vanderbilt University or by the end of second semester, whichever occurs first.

The two-page Program of Studies form is available from the Graduate Studies Assistant (Wyatt 350-1) or in PDF or Word format at this site:

<http://peabody.vanderbilt.edu/x3916.xml>

Sample programs of study are also available at this site.

If you are in a licensure program, look at the sample programs. Do not list licensure only courses on your degree program of studies. They are not part of your degree program.

Sign and date one copy of the completed form and have your advisor sign and date the form; then return the form to the Graduate Studies Assistant. Your Program of Studies will then be routed to the Director of Graduate Studies, and Associate Dean for Faculty and Programs for approval.

When approved, you and your advisor will receive a copy of the signed Program of Studies. The original form will be kept by the Registrar's Office.

If for some reason, you need to change your program of studies after it is approved, you can download a Change in Programs of Studies from the form site.

5. **Teacher Licensure—the Audit Process**

If you are seeking an initial teaching license as part of your master's degree program, you must go through a licensure audit process. Licensure audits document qualifications for licensure in two areas for early childhood and elementary endorsements: (a) undergraduate liberal arts appropriate for teacher licensure, and (b) professional education. For secondary education endorsements, there are three areas of licensure preparation documented by audits: (a) undergraduate liberal arts appropriate for teaching; (b) mastery of the content area for the endorsement (i.e., English, mathematics); and (c) professional education.

Licensure audit forms are available from Chris LaFavor, Director of Teacher Licensure (322-8270, or email to chris.lafavor@vanderbilt.edu). The audit process requires that you meet with your adviser to complete the audit forms no later than the first two weeks in the program. When processing is finished, you and your adviser will receive a final set of the audit forms that document all requirements for your licensure recommendation.

Refer to the *Graduate Guide for Teacher Licensure* and/or the Peabody website for more details about teacher licensure program and testing requirements.

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6. Coursework

A minimum of 30 hours of **post-baccalaureate credit**, with half or more of the hours in courses intended exclusively for professional students (3000-level courses), is required for the M.Ed. degree. Approved areas and the proportion of the 30 hours allotted to each are specified for each specialty area in DTL. Courses approved for graduate professional credit are found in the Peabody College and Graduate School catalogs. All work credited for the master's degree must be completed within a six-year period.

7. Evaluation of Your Degree Program

For Students entering Summer 2008 and there after will complete a capstone experience in the semester of graduation. For non-licensure students, may choose between completing a thesis or a capstone project consisting of a project, or an essay. For licensure students, the capstone experience is tied to an evaluation experience during student teaching semester. Details about the capstone experience are found at the end of this document.

7a. Thesis Programs

Students in a thesis program must submit to the Dean of the college, not later than the fourteenth day before the end of the term in which the degree is to be conferred, two approved copies of a thesis, giving evidence of original investigation in the major subject. The thesis must be approved by the student's faculty advisor and one other faculty reader before being sent to the department chair for approval. A formal defense of the thesis **may** be required for some thesis programs but is not required for all. Two faculty members will sign off on the thesis.

For the M.Ed. Master's thesis option, students must take three (3) hours of thesis credit. The three (3) hours may be taken in one semester if the thesis will be completed in one semester, or across two (2) or three (3) semesters as needed.

The *Peabody College of Vanderbilt University Guidelines for the Preparation of Thesis and Dissertations* is available from Ms. Suzan McIntire in the Office of the Dean, 203 Peabody Administration Building. These guidelines are not available on-line. **DO NOT** use the Graduate School Guidelines.

The *Peabody College of Vanderbilt University Guidelines for the Preparation of Thesis and Dissertations* is prepared for use by students, faculty, and format editors to be used with the Publication Manual of the American Psychological Association (5th ed.). Students may produce their own thesis; they also may use approved Peabody editors, a list of whom is maintained in the office of the Dean. All work must meet Peabody standards. Final copies of theses submitted to the Dean's office are checked for APA/ Peabody style. Paper must be a least 50% cotton content, 20-lb weight. Substandard papers will be returned to the student for correction.

The following steps precede acceptance of the paper in the Dean's Office:

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1. File an Intent to Graduate form through the Peabody Registrar during the semester before graduation.
2. Check with the department Director of Graduate Studies to learn procedures for finalizing departmental acceptance of theses.
3. Prepare final copies of the manuscript after ascertaining that it meets Peabody guidelines.
4. Submit to the Associate Dean's office two final copies of theses, accompanied by title pages with original signatures, by the deadline published in the University calendar.
5. Check with Associate Dean's office for appropriate binding fee.

If there are any questions or clarification needed, please call the Dean's Office, or contact Suzan B. McIntire, or email at: suzan.mcintire@vanderbilt.edu, 615-322-8264.

8. **Notice of Intent to Graduate**

Before the beginning of your final semester, you must file a Notice of Intent to Graduate form. These are available in the Registrar's office (Peabody Administration Building). Complete the form and return it to the Registrar's office for processing. Once you are cleared for graduation, you will receive a copy of the form for your records. Your advisor, the Academic Affairs Office, and the department will also retain a copy for their files.

9. **Graduation**

You will be notified by the Registrar of all requirements for graduation. A Master's student is not required to be registered the semester of graduation. The Graduate Program Coordinator (Wyatt 350-1) will be available to guide you through most of this process. Feel free to call on her for assistance.

10. **Sites of Interest**

Below are listed some other web sites from Vanderbilt that will be of use to you as you progress through your program.

General information geared toward all Vanderbilt students.

<http://www.vanderbilt.edu/students.html>

Schedule of Classes

<https://webapp-a.mis.vanderbilt.edu/CourseListing/MasterSchedule>

VU Calendar

<http://registrar.vanderbilt.edu/calendar.htm>

Access 2 Academic Information (allows students to access personal academic record online with e-password)

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<https://webapp-a.mis.vanderbilt.edu/AcademicRecord/Controller>

Oasis (for online registration of classes)

<http://oasis.vanderbilt.edu/>

Student Accounts

<http://www.vanderbilt.edu/stuacct/>

FOR STUDENTS IN NON-LICENSURE PROGRAMS

CAPSTONE PROCEDURES

The master's Capstone experience seeks to assess a student's knowledge in core areas of the graduate program. Core areas are (1) the learner and learning principles, (2) learning environment (3) curriculum and instructional strategies, and (4) assessment.

The Capstone experience submission will occur the semester of graduation in one of three formats: (1) thesis, (2) project, or (3) essay. Students **are required to attend a Capstone Workshop** the first fall or spring semester they are enrolled and must indicate their format choice the semester before they intend to graduate

Procedure

- An **approved Program of Study** must be on file before submitting an Essay or Project proposal otherwise your proposal will be returned
- **Students must attend the Capstone Workshop their first semester in the master's program.**
- Students will meet with a faculty adviser to guide them in the Essay or Project experience. However, this faculty member will guide the student with a minimal number of focused meetings. The quality and creativity of the Essay or Project should be reflective of the student's individual work.
- A Capstone Essay or Project proposal signed by the faculty adviser must include a proposed topic, a 2-page description of the Essay or Project, and an initial reading list and must be submitted to the Graduate Studies office along with a completed registration form by the deadline for proposal submissions the semester before the student's graduation semester. (See Timeline)
- The Capstone Committee will send proposal decisions to students within a month after submission.
- Registration for the **Capstone Assessment** must be submitted the semester before the student's graduation semester with signed Honor Code and the Capstone Proposal. (See Timeline.)
- The Project or comprehensive Essay assessment options will have specific paper guidelines: APA format, 15-20 pages double spaced, one inch margins. All completed project and essays will be submitted electronically to the Peabody Learning Trajectories system by the due date. Instruction for uploading your documents are found at <http://www.vanderbilt.edu/plt>

- The Capstone Committee will return decisions to the students within one month after Essay or Project submission.
- All Capstone Essays and Projects will be graded according to a rubric approved by the Teaching and Learning faculty.

Evaluation of the Capstone Experience:

The Teaching and Learning Capstone Committee will use a faculty approved rubric to evaluate the Capstone Essays and Projects. Faculty members are assigned to the committee on a rotating basis. The committee will ensure uniform grading practices, provide detailed feedback to students, and provide consistency in the procedure of the Capstone experience. If the Capstone Committee determines that a student must “remediate,” a notification letter will include a date and time for discussion with a committee member to talk about the remedial requirements and the timeline for resubmission.

Notes to Remember:

- Applications for the Capstone Assessment (approved by adviser) should be filed the semester before graduation semester and according to the timeline.
- Refer to the Timeline of Capstone Procedures
- A Capstone Experience Workshop will be provided at the beginning of each semester to provide information and to answer questions. Students are required to attend at least one Capstone Workshop prior to registration. The purpose of the workshop is to explain the Capstone procedures in detail, discuss the Rubric used for evaluation of the Capstone Project or Essay, and to offer suggestions for writing. Members of the Capstone Committee will conduct the workshop.

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TIMELINES FOR CAPSTONE PROCEDURE

All students must attend a workshop the first fall or spring semester in the master’s program.

Graduation in Spring		Graduation in Summer		Graduation in Fall	
<u>Fall Semester before Spring Graduation</u>		<u>Spring Semester before Summer Graduation</u>		<u>Spring Semester before Fall Graduation</u>	
Sept. 15	Submit proposal to Capstone Committee	Feb. 1	Submit proposal to Capstone Committee	Feb. 1	Submit proposal to Capstone Committee
Oct. 15	Capstone Committee returns proposal reviews	Mar 1	Capstone Committee returns proposal reviews	Mar. 1	Project reviews returned by Capstone Committee
Nov. 15	Register for Capstone Essay or Project with JJ	Apr. 1	Register for Capstone Essay or Project with JJ	Apr. 1	Register for Capstone Essay or Project with JJ
<u>Semester of Spring Graduation</u>		<u>Semester of Summer Graduation</u>		<u>Semester of Fall Graduation</u>	
Mar. 1	Capstone Projects or Essay due	June 15	Capstone Project or Essay due	Sept. 15	Capstone Project or Essay due
Apr. 1	Capstone Committee returns decisions to student	July 15	Capstone Committee returns decisions to students	Oct. 15	Capstone Committee returns decisions to students

CAPSTONE ESSAY QUESTION

Throughout your studies for the master’s of education degree, you have increased your knowledge of learners and learning principles, learning environments, curriculum and strategies, and assessments and have considered applications of that knowledge that would benefit all students/participants. Now that you are at the end of your master’s studies, you have an opportunity to synthesize your knowledge in these areas and to articulate those in a coherent and cogent final Capstone Essay embedded in your specialty area.

You will write 15-20 pages that follow the Capstone Essay guidelines to convince the Capstone Committee that you have acquired sufficient knowledge in your master’s studies in these four specific areas:

- Learners and Learning
- Learning Environment
- Curriculum and Instructional Strategies

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- Assessment

In your essay you should synthesize the knowledge you have gained and demonstrate the links and understandings you have made throughout your master's experiences at Peabody.

Undoubtedly these new understandings will have implications for the decisions you will make as a professional educator; therefore, a section of your paper, an implications section, should reveal how your conceptual understandings will impact your practice.

ESSAY QUESTION

From the perspective of your area of specialization, write a 15- to 20-page essay that provides evidence of your understanding of the following areas: (1) learners and learning, (2) learning environment, (3) curriculum and instructional strategies, and (4) assessment. You may focus most of your essay on three of the areas, but there should also be sufficient evidence of your knowledge of the remaining one area. A final section of your paper should reveal how your conceptual understandings will impact your practice.

CAPSTONE PROJECT DESCRIPTION AND EXAMPLES

A Capstone Project is a task involving the application of knowledge, manifested in educational settings. This culminating Project should represent a particular emphasis in teacher education and give evidence of your knowledge of learners and learning, learning environment, curriculum and instructional strategies, and assessment. The project should contain a significant literature review that draws upon seminal research in the project's topic. It is important for the candidate to demonstrate their knowledge in the four areas (learners/learning, learning environment, curriculum and strategies, and assessment) going beyond a presentation of ideas in the form of power point or lesson plans.

Effective educators know, understand, and use concepts, principles, theories, and research related to development of children and adolescents to construct learning experiences that support their own as well as students' development, motivation, socialization, and acquisition of knowledge. These educators create learning environments that support, nurture and encourage physical, emotional, social, moral, and cognitive growth and development of all students and provide experiences that develop students' competence in subject matter knowledge and application. Educators select appropriate instructional goals, conceive coherent instructional designs, create learning experiences with clarity of purpose, and use a repertoire of quality activities, resources, and instructional strategies. Educators make these decisions based on standards and students' needs and abilities, and their understanding of self. They also establish appropriate and relevant criteria to evaluate performance, use a variety of assessment strategies, provide relevant and useful feedback to students, and use assessment information to inform instruction. Educators simultaneously access their knowledge in these areas as they create learning experiences for their students.

In discussion with your adviser, you will design a Capstone Project. Intentionally, the Project definitions are open-ended to allow for innovative design demonstrative of the Capstone Project Criteria. **Project proposals must be submitted to the Capstone Committee, and approval will be given based on Project proposal promise to meet the criteria outlined in the Capstone Rubric.**

Examples of Possible Projects

These examples will be updated. Look for an update on the MED forms page

Curriculum Development for Classroom or Informal Education Setting

- Provide a review of the current literature in your field that reflects and supports the importance of your topic and rationale for your project
- Provide unit overview
- Develop lesson plans for a minimum of 10 hours of instruction.
- Develop all tasks for students to complete (e.g., materials for group activities, projects for group and individuals), resources, guide/worksheets, description of activities including sample resources, assessments)
- Receive feedback from individuals who will implement the lessons

Inservice Education for Teachers in School or in Informal Education Setting

- Provide a review of the literature on your topic in your field that reflects and supports the importance of your topic and rationale for your project
- Develop a 6-hour inservice for teachers.
- Develop a workshop notebook for participants (include content and activities)
- Develop support materials for content development and activities (e.g., handouts, charts, powerpoint slides, etc.)
- Develop examples of finished products created by groups in workshop.
- Develop an agenda with time notations.
- Develop an evaluative tool for collecting feedback from participants
- Develop an evaluative tool to inquire of implementation of content methods in future in participants' classrooms

Action Research Project

- Provide a review of the literature on your topic in your field that reflects and supports the importance of your topic and rationale for your project.
- Choose a research topic that addresses a realistic teaching dilemma, e.g. use of a particular classroom instructional strategy, an issue of classroom management, varying student assignments.
- Plan an innovation that supports learning.
- Collect quantitative or qualitative pre-data in the classroom or informal education site.
- Collect post-data in the classroom or informal education site.
- Analyze data to determine any changes as a result of the innovation in your project.
- Report the research project in a paper that includes a description of the context, research question, rationale, innovation, data, analysis of data and findings, strengths and weaknesses of the study and implications for your teaching.

PROJECTS CANNOT BE....

- papers completed for a course
- lesson plans developed for field-based experiences
- reports on students from field based experiences
- any project submitted for a grade in a course

CAPSTONE PROPOSAL

To be submitted the semester before the semester of graduation and submission of the Capstone Essay or Project.

Date _____ Name _____ Capstone semester (e.g., Fall, 2007)

Capstone Experience (check one): Essay _____ Project _____

Students must meet with a faculty adviser to discuss the capstone process, potential directions for the final Essay/Project, and an appropriate reading list. Helpful suggestions to prepare for this meeting are

- Identify an issue in your content area that is of interest to you and of importance to your content field.
- Consider ways in which your understanding of (1) learners and learning, (2) learning environment, (3) curriculum and instructional strategies, and (4) assessment in your content area have relevance to this issue. (You may find it useful to outline or diagram these connections.)
- Contemplate the formation of an Essay or Project based on your understanding of this issue and your field.
- Create a list of initial readings in your content area from which you can draw support for your views.

Answer the following four questions and print with the completed form, acquire your adviser's signature on the form, and submit form to Teaching and Learning Graduate Studies office.

1. My comprehensive **Essay** or **Project** (choose one) will address learners and learning, the learning environment, curriculum and instructional strategies, and assessment in the following content area:

2. My proposed topic/issue is _____ (2-3 sentences)
3. Briefly describe your Essay/Project telling your plans to make connections between contributions of scholars in your field, theory, and practice. (No more than 2 attached pages.)
4. Attach a brief initial reading list that includes authoritative articles and or books that are central to your content area.

[Please submit your proposal and reading list electronically as a word document to JJ Street at: jj.street@vanderbilt.edu]

I have had an initial conversation with _____ to discuss the Capstone process, potential directions for the final Essay/Project, and an appropriate reading list.

Adviser Signature _____ Date _____

*Return the completed form to JJ Street, Graduate Program Coordinator,
Department of Teaching & Learning, Wyatt 350-1 by the semester's deadline.
<http://peabody.vanderbilt.edu/x3916.xml>*

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REGISTRATION FOR THE MASTER'S CAPSTONE EXPERIENCE
Department of Teaching and Learning

**Submit (1) registration and (2) proposal (signed by the faculty adviser)
to the office of Graduate Studies.**

To be eligible to register for the master's capstone experience, you must:

- (1) have completed 1 semester of coursework and be enrolled in a second semester for a total of 18 hours.
- (2) have an approved program of study, and
- (3) have attended one Capstone Workshop.

Date _____ Capstone Semester _____
(e.g., Fall, 2007)

Name _____

Campus/ Local Address _____

City/ State/ Zip _____

E-mail Address and Phone _____

Advisor _____

Date attended Capstone Workshop _____

I agree to abide by all of the principles and regulations of Vanderbilt University's Honor Code.
Student Signature _____ Date _____

*Return the completed form to JJ Street, Graduate Program Coordinator,
Department of Teaching & Learning, Wyatt 350-1 by the semester's deadline.*

<http://peabody.vanderbilt.edu/x3916.xml>

FEEDBACK FOR CAPSTONE ESSAY OR PROJECT

- Within one month after proposal submission, an approved proposal form will be sent to the student and adviser. (If the proposal is not approved, the Capstone Committee will give written suggestions for improvement.)
- Within one month after the student submits the Capstone Essay or Capstone Project, the Capstone Committee will notify the student of its “high pass, pass, or remediate” decision along with feedback to him/her and the adviser. (The Capstone Rubric will guide the evaluation.)
- All students are encouraged to meet with their faculty adviser to discuss the written feedback from the Capstone Committee. If the Capstone Committee determines that a student must “remediate,” the notification letter will include a date and time for the student to discuss with a committee member the remedial requirements and the timeline for resubmission. Students may resubmit one time.

FOR STUDENTS IN LICENSURE PROGRAMS

Rationale

Peabody’s Teacher Education programs are designed to prepare you to design, plan, enact, and refine instruction based on continuous reflection, investigation, and analysis of student thinking and development. Coursework and field experiences are intended to help you build a strong foundation in four distinct, but inter-related areas: *subject matter knowledge for teaching; understanding of learners and learning; conceptions of the practice and profession of teaching*, and *initial repertoire in curriculum, instruction, assessment, and management*. A strong foundation in these four areas is central to your development as an accomplished teacher.

The Teaching Event Capstone emphasizes the enactment of these elements in your teaching practice. Through the documentation and critical examination of a week of student teaching, you will demonstrate your ability to plan, teach, and analyze your practice, using emerging evidence of student understanding to inform ongoing instruction. In preparing your documentation, you will be prompted to draw on theoretically sound lenses to interpret teaching and learning outcomes, and to draw on classroom experience as a resource for extending your theoretical knowledge.

The Teaching Event Capstone, in addition to the assessments in your coursework, will provide the teacher education program with the data needed to determine whether or not you will be recommended for licensure at the masters level and awarded a degree from Vanderbilt.

Overview of Elements

For your Teaching Event, you will plan a **learning segment** of about one week (approximately 3-5 hours of instruction) that is designed to support students in developing key understandings and skills in a particular content area. You will videotape your teaching of the learning segment, and then draw on the video and other instructional artifacts to analyze your planning and enactment. The work you submit should clearly demonstrate how your practice meets both Peabody expectations and state and national standards. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

During the Capstone workshop, you will receive detailed guidelines for putting together the instructional materials, video selection, student work samples, and commentaries required for the Teaching Event assessment. You will be given further guidance on the content, organization and format of the teaching assessment in your student teaching seminar.

Capstone Teaching Event Elements

This chart provides a brief overview of the five parts of the Teaching Event.

Task Areas	What to Do	What to Submit
1. Context for Learning	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as learners in your particular content area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Context Description <input type="checkbox"/> Context Commentary
2. Planning Instruction & Assessment	<ul style="list-style-type: none"> ✓ Select a learning segment of 3-5 hours of instruction that supports students in developing understandings and skills critical to your content area. ✓ Create an instruction and assessment plan for the learning segment and write lesson plans. ✓ Write a commentary that explains your thinking in writing the plans. ✓ Record daily analysis to submit in the Analysis section of the Teaching Event. 	<ul style="list-style-type: none"> <input type="checkbox"/> Unit Plan <input type="checkbox"/> Lesson Plans for Learning Segment <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Planning Commentary
3. Instructing Students & Supporting Learning	<ul style="list-style-type: none"> ✓ Review your plans and prepare to videotape your class. Identify opportunities to a) present or review a concept, process, or content that is needed during the learning segment; and b) extend student thinking and response through unscripted teacher-student interaction. ✓ Videotape the lessons you've identified. ✓ Review the videotape to identify two video clips portraying the required features of your teaching. The total running time of each clip should not exceed 10 minutes. ✓ Write a commentary that analyzes your teaching and your students' learning in the video clips. 	<ul style="list-style-type: none"> <input type="checkbox"/> Video Clips <input type="checkbox"/> Video Label Form <input type="checkbox"/> Planning Commentary
4. Assessing Student Learning	<ul style="list-style-type: none"> ✓ Select one assessment from the learning segment and analyze student work. ✓ Identify three student work samples that illustrate class trends in what students did and did not understand. ✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples and identifies the next steps in instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of Assessment Tools <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Assessment Commentary
5. Analyzing Teaching and Learning	<ul style="list-style-type: none"> ✓ Provide your daily analysis. ✓ Write a commentary about what you learned from teaching this learning segment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily Analysis <input type="checkbox"/> Reflective Commentary