

Crosswalk between edTPA, Danielson's Framework for Teacher Evaluation Instrument, INTASC Standards and the St. Peter's University Alternate Route program.

edTPA Component	SPU Curriculum	Danielson/INTASC
<p>Task 1 Part A: Context for Learning Part B: Lesson Plans for Learning Segment Part C: Instructional Materials Part D: Assessments Part E: Planning Commentary</p> <p>edTPA Rubrics & INTASC</p> <p>1:Planning for Content Understandings 2,3,4,7,8 2:Planning to Support Varied Student Needs 1,2,4,7 3:Using Knowledge of Students to Inform Teaching and Learning 1,2,4,7,8 4:Identifying and Supporting Language Demands 1,2,4,5,8 5: Planning Assessments to Monitor And Support Student Learning 1,6,8</p>	<p>Special education meeting the needs of diverse learners students will learn about the IEP process special education law school policy and meeting the needs of diverse learners through individual student education plans. Students will adapt curriculum in order to respond to cultural linguistic and learning needs of all students.</p> <p>Teaching reading students will learn about various forms of reading assessments as well as current methodologies and the teaching of reading in grades K-12. Students will be provided with the clinical experience that incorporates best practices in reading language arts literacy.</p> <p>Overview of the teaching experience students will gain an understanding of the educational ideologies that are the foundations of the American education system, an introduction to the common core state standards and professional standards for teachers will be provided. Students will participate in a pre-professional clinical experience that includes classroom management planning and delivering of instruction and assessment.</p>	<p>Danielson's Framework Domains 1a-f & 3c-d I. Planning & Preparation II. Classroom Environment III. Instruction IV. Professional Responsibilities</p> <p>1.LEARNER DEVELOPMENT 2.LEARNING DIFFERENCES 3.LEARNING ENVIRONMENT 4.CONTENT KNOWLEDGE 5.APPLICATION OF CONTENT 6.ASSESSMENT 7.PLANNING FOR INSTRUCTION 8.INSTRUCTIONAL STRATEGIES 9.PROFESSIONAL LEARNING AND ETHICAL PRACTICE 10.LEADERSHIP AND COLLABORATION</p>

	(co-operative learning IEP, 504, referrals, lesson plans, mainstreaming, rules of inclusion teachers, blooms taxonomy, behavioral objectives, phonics, comprehension skills, readability, behavioral objectives, questioning techniques, Reading in the content areas, multiple intelligences and curriculum development.)	
<p>Task 2 Part A: Video Clips Part B: Instruction Commentary</p> <p>6:Learning environment 2,3,8 7:Engaging students in Learning 2,3,4,5,8 8:Deepening student Learning 3,4,5,8 9:Subject specific pedagogy 3,4,5,8 10:Analyzing teacher effectiveness 9</p>	<p>Educational technology students will learn about a variety of technology tools available and the use and application of developmentally appropriate technology in the classroom.</p> <p>Fundamentals of methodology curriculum and assessment students will focus on implementing developmentally appropriate teaching practices classroom management techniques lesson plans and innovative methods of teaching. (classroom management, Lee Canter and Harry Wong, the Internet and critical thinking skills, conflict resolution, review of discipline programs)</p>	<p>Danielson's Framework Domains 2a,b, d, e & 3a,b, c & 4a I. Planning & Preparation II. Classroom Environment III. Instruction IV. Professional Responsibilities</p> <p>2.LEARNING DIFFERENCES 3.LEARNING ENVIRONMENT 4.CONTENT KNOWLEDGE 5.APPLICATION OF CONTENT 8.INSTRUCTIONAL STRATEGIES 9.PROFESSIONAL LEARNING AND ETHICAL PRACTICE</p>
<p>Task 3 Part A: Student Work Samples Part B: Evidence of Feedback Part C: Assessment Commentary</p>	<p>Assessment students will learn about various forms of assessment. Formative and summative assessments will be discussed as</p>	<p>Danielson's Framework Domains 1f, 3a,d & 4a I. Planning & Preparation II. Classroom Environment III. Instruction</p>

<p>Part D: Evaluation Criteria</p> <p>11:An Analysis of student learning 6</p> <p>12:Providing feedback to Guide Learning 6</p> <p>13:Student use of feedback 6</p> <p>14:Analyzing students language use and content understanding 1,2,4,5</p> <p>15:Using assessment to inform instruction 6,7,8,9</p>	<p>well as the role of authentic assessment. New Jersey state assessments will also be reviewed.</p> <p>Psychological foundations of learning students will learn about growth and development from birth to adolescence and explore theories of development through the study of various psychologists such as Piaget and Vygotsky as well as linguistic and moral development.</p> <p>School law students will examine historical and contemporary legal issues affecting the organization administration of schools in America and they will learn about harassment intimidation and bullying law. Students will apply concrete specific legal knowledge to the real issues and challenges they face everyday in the classroom and in and around the school. (theories of development, corporal punishment, certification, tenure, students rights, the high-performing teacher, parents conferences, the history of education, rubrics, grades and grading systems, factors affecting test scores, pre-and post test analysis)</p>	<p>IV. Professional Responsibilities</p> <p>1.LEARNER DEVELOPMENT 2.LEARNING DIFFERENCES 4.CONTENT KNOWLEDGE 5.APPLICATION OF CONTENT 6.ASSESSMENT 7.PLANNING FOR INSTRUCTION 8.INSTRUCTIONAL STRATEGIES 9.PROFESSIONAL LEARNING AND ETHICAL PRACTICE</p>
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