

Part #2: Written Question requiring Written Response (based on pedagogy)**General Information:**

The purpose of this question is to draw upon your collective knowledge gained from all of your coursework and experiences (i.e., observation hours) in your Master of Science in Education program at Daemen College.

The following question is based on a classroom scenario, and is to be answered from the perspective of you as the classroom teacher. In order to focus the scope of your answer, please specify the following:

What grade is your classroom? My classroom is grade _____ .	<u>*Note the following:</u> <ul style="list-style-type: none"> ✓ CE students must select one grade from grades 1-6 for their response. ✓ AE students must select one grade from grades 7-12 for their response.
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What one content speciality (subject area) will be the focus of your answer? The content speciality that I will base my answer on is _____ .	<u>*Note the following:</u> <ul style="list-style-type: none"> ✓ CE students must select either ELA (Literacy or English) or Mathematics as the content speciality (subject area) for their response. ✓ AE students must select <u>one</u> of their two content specialities for their response.
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Instructions:

- Before you can start your written response, you must identify the classroom grade and content speciality upon which your answer will be based by completing the required information in the two boxes above.
- There are three sections to this written question (a, b, & c). Each section requires a separate answer. The classroom scenario of 24 students is to be used as the basis for answering section a, section b, and section c.
- Each part will be evaluated using the marking scheme/rubric designed for that specific section. This means that **section a** will be evaluated using the **marking scheme for section a** (on page 3 of this handout), **section b** will be evaluated using the **rubric for section b** (on page 4 of this handout), and **section c** will be evaluated using the **rubric for section c** (on page 5 of this handout).
- No supporting materials of any kind are permitted into the comprehensive exams.
- There is no minimum or maximum page length for your answers. You must be as thorough and as specific as possible within the total timeframe allocated to write the exams.

Classroom Scenario:

Your class contains 24 students. Within your classroom, six of your students have a learning disability and an Individual Education Plan (I.E.P.), ten of your students are low socio-economic status (S.E.S.), and there is one gifted student. As well, there are a variety of cultural backgrounds represented in your classroom, and three students are E.S.L. (English as a Second Language students).

- a) Prepare a lesson in your specified content area, and for your specified grade, that effectively addresses the needs of your diverse learners. Make sure to include all of the following components in your lesson (itemized in the marking scheme): lesson objectives, materials, anticipatory set, instructional activity, guided practice and informal check for students' understanding, and assessment. Make sure that this lesson is interesting, engaging, and realistic for these students.

*The marking scheme for section a will be used to evaluate your lesson.

- b) You need to demonstrate that you have rooted your pedagogy for this lesson in solid theory. Be specific in your answer and refer to specific methodology, theory, and theorists.
- i. Knowledge and Application of Learning Theory: Identify what specific learning theory or theorist you used as the basis for your lesson's pedagogy in order to ensure that you met the needs of your learners (e.g. Multiple Intelligence, Bloom's Taxonomy, Piaget, Erikson, etc.).
 - ✓ First, explain the key concepts of your selected learning theory or theorist to demonstrate your understanding of your selected learning theory or theorist.
 - ✓ Next, explain exactly how this particular theory or theorist is represented in your lesson and how it contributed to your differentiated instruction.
 - ✓ Identify what specific strategies were used (e.g. graphic organizers, mnemonics, mind maps, KWL chart, game/interactive activity, etc.) in your lesson that supported differentiated instruction, and explain the benefits of this particular specific strategy in promoting students' understanding.
 - ii. Classroom Environment: Describe the physical set-up of your classroom, and outline how you would modify the environment for maximum engagement in your lesson.

*The rubric for section b will be used to evaluate your answer.

- c) Describe a classroom management plan for this class. Your classroom management plan has to be rooted in theory (e.g. Behaviorism Theory, the theorist Bandura, Progressive Educators, the theorist Dewey, etc.) and must be appropriate to the age of your students. Your classroom management plan must include daily routines and procedures. Make sure that your effective classroom management plan also clearly outlines how you would foster the positive involvement of all stakeholders, including students, adults with whom the student lives (e.g. parents, guardians, or other caregivers), school administration, and school support staff (e.g. special education teachers, school counsellors, school psychologists, etc.). You must also outline how you would handle communication with the various stakeholders. Remember to specify the role that students' I.E.P.s have in any of your decisions.

*The rubric for section c will be used to evaluate your answer.

Marking scheme for section a (a fully developed lesson)

Number of marks earned	Number of potential marks	Criteria
	1	The lesson objectives are clearly stated.
	1	List all of the materials that this lesson requires.
	1	Anticipatory Set (the "hook") <ul style="list-style-type: none"> ✓ This is done before the main part of the lesson; it hooks, or grabs, the interest and attention of the students. It also activates prior knowledge. Describe what you would do for this portion of the lesson.
	5 (1 mark for each criteria listed)	Instructional Activity (this is the 'meat' of the lesson) <ul style="list-style-type: none"> ✓ Clearly describe what you would say and do throughout the lesson as it unfolds. ✓ Describe what teaching strategies you will use. Clearly describe your differentiated teaching practices. ✓ Clearly describe what you would expect the students to say/do during the lesson (active engagement of the students is essential). ✓ Indicate what accommodations or modifications are included to make the lesson objectives attainable for the diverse learners in your classroom. ✓ Indicate when particular materials are used during the lesson. Also specifically describe how you have used technology during the lesson.
	3 (1 mark for each criteria listed)	Guided practice and informal check for students' understanding <ul style="list-style-type: none"> ✓ How will you check for students' understanding of the lesson objectives as the lesson unfolds and at the conclusion of the lesson? ✓ How will you guide the students (guided practice) to successful independent practice? What feedback will the students receive as they work towards independent practice? ✓ What work will be completed in class? What work will the student be expected to produce independently?
	3 (1 mark for each criteria listed)	Assessment <ul style="list-style-type: none"> ✓ How will you formally assess the student's understanding of the lesson's objectives? ✓ What specific criteria will you use to assess the student's work? ✓ How will feedback about independent work be given to the students and what form will it take?
	2 (1 mark for each criteria listed)	<ul style="list-style-type: none"> ✓ To what extent is this lesson interesting, engaging, and realistic for your specified age/group? ✓ To what extent does this lesson have the potential to effectively develop the intended stated skills/objectives?
	2	<ul style="list-style-type: none"> ✓ This written work contains correct spelling, grammar, and sentence structure throughout. ✓ The level and use of language is correct (proper terminology is used throughout).

Total: /18

Comments:

Rubric for section b (Knowledge and application of learning theory)

Criteria	3 marks (excellent)	2 marks (satisfactory)	1 mark (very weak)	Zero (not done)
<p><u>Knowledge of learning theory:</u> To what extent has the student successfully identified and accurately described the key concepts of one theory or one theorist used in his/her fully developed lesson.</p> <p>*The description must include one theory or one theorist. The key concepts of this theory or theorist must be accurately described.</p>				
<p><u>Application of learning theory:</u> To what extent has the student effectively demonstrated and explained how he/she applied the concepts of the selected theory or theorist in his/her lesson? To what extent has the student successfully explained how this theory or theorist contributed to his/her differentiated instruction in the fully developed lesson?</p>				
<p><u>Application of learning theory:</u> To what extent has the student successfully identified and described what specific strategies were used (e.g. graphic organizers, mnemonics, mind maps, KWL chart, game/interactive activity, etc.) in his/her lesson. To what extent has this student successfully explained the benefits of this specific strategy in promoting students' understanding?</p> <p>*The selected strategy must be realistic for this particular classroom.</p>				
<p><u>Classroom Environment:</u> To what extent has the student successfully described an effective physical set-up for this classroom? To what extent has the student described how he/she would modify the environment to foster maximum engagement for the lesson provided?</p>				
<p><u>Quality of writing:</u> The ideas in this section are fully developed and explained well (not just a series of disjointed thoughts). This written work contains correct spelling, grammar, and sentence structure throughout. The level and use of language is correct (proper terminology is used throughout).</p>				

Total: /15**Comments:**

Rubric for section c (a classroom management plan)

Criteria	3 marks (excellent)	2 marks (satisfactory)	1 mark (very weak)	Zero (not done)
<p><u>Daily Routines and Procedures:</u> To what extent has the student successfully described a realistic and practical daily classroom management plan, with routines and procedures, which would be appropriate for this particular classroom? To what extent has the student successfully described how his/her classroom management plan reflects the key concepts of one particular theory or one theorist?</p>				
<p><u>Participation of stakeholders</u> To what extent has the student successfully described a realistic plan to include the positive, active involvement of all stakeholders to support the success of the various learners in the classroom? *The group of stakeholders would include the student, adults with whom the student lives (e.g. parents, guardians, or other caregivers), school administration, and school support staff (e.g. special education teachers, school counsellors, school psychologists, etc.).</p>				
<p><u>Communication with Stakeholders</u> To what extent has the student successfully described a realistic communication plan for all stakeholders (i.e., you will need to make sure that specific stakeholders are kept informed about relevant events and daily procedures in the classroom).</p>				
<p><u>Addressing the needs of students with an I.E.P.:</u> To what extent has the student successfully described how he/she will deliberately and effectively plan for the success of students with I.E.P.s?</p>				
<p><u>Quality of writing:</u> The ideas in this section are fully developed and explained well (not just a series of disjointed thoughts). This written work contains correct spelling, grammar, and sentence structure throughout. The level and use of language is correct (proper terminology is used throughout).</p>				

Total: /15**Comments:****Part #2 total: /48**