Class Time: Tuesdays 8-9:50 am

Class Location: Haley Center 2406

Block Lab Times: Mondays, Wednesdays, & Fridays 7:30-2:30

Lab Location: Assigned

Credit Hours: 3 Semester Credit Hours

Prerequisite: Admission to Teacher Education

Co-Requisite: None

Instructor: Tricia Adams

Office: Haley 5009

Office Hours: Tuesdays & Thursdays 10-12, 3:45-4:45 pm; Wednesdays 10-2pm

Telephone: 334-663-1318 (cell); please text after 4pm

Email: adamspl@auburn.edu

Required Text:

One of the following texts will be required for your Program Critique Final Exam:

* Gould, J.S., Gould E.J., Mitchell, J., & Rojas, M. (199). *Four Square Writing Method: A Unique Approach to Teaching Basic Writing Skills Grades 1-3*. Teaching & Learning Co.
* Culham, Ruth. (2005). *6 + 1 Traits of Writing: The Complete Guide, Grades 3 and Up*. Scholastic Professional Books.
* Boushey, G. & Moser, J. (2006). *The Daily Five*. Stenhouse Publishers.
* Diller, D. (2003). *Literacy Work Stations: Making Centers Work*. Stenhouse Publishers.
* Cunningham, P.M., Hall, D.P., & Sigmon, C.M. (1999). *The Teacher’s Guide to the Four Blocks, Grades 1-3: A Multimethod, Multilevel Framework for Grades 1-3*. Four Blocks
* Boushey, G. & Moser, J. (2009). *The CAFÉ Book: Engaging All Students in Daily Literary Assessment and Instruction.* Stenhouse Publishers

Weekly Articles (located on CANVAS):

* Common Core Standards for English Language Arts K-6 (College and Career Readiness Standards)
* Alabama Course of Study Standards for English Language Arts K-6
* Hedin, L.R. & Conderman, G. (2010). *Teaching Students to Comprehend Information Text Through Rereading*
* Santoro, L.E., Chard, D.J., Howard, L., & Baker, S.K. (2008). *Making the Very Best of Classroom Read-Alouds to Promote Comprehension and Vocabulary*
* Stephens, K.E. (2008). *A Quick Guide to Selecting Great Informational Books for Young Children*
* Read, S. (2010). *A Model for Scaffolding Writing Instruction: IMSCI*
* Soalt, J. (2005). *Bringing Together Fictional and Informational Texts to Improve Comprehension*
* Worthy, J. & Prater, K. (2002). “*I Thought About It All Night”: Readers Theater for Reading Fluency and Motivation*
* Afflerback, P., Pearson, P.D., & Paris, S.G. (2008). *Clarifying differences between Reading Skills and Reading Strategies*

Required Materials:

 -Items located on Canvas (print)

 -2 inch binder with 8 dividers (to be labeled in class)

 -1 inch binder with 5 dividers (final project)-just one per group

 -Current Copy of TB Test

 -*Thank You* Letter to your Lab Teacher (due Sept. 10)

-DVD for taping of lesson

- *OPTIONAL*: Pencil or Art Box with the following supplies: scissors, crayons, markers, glue sticks, pencils, index cards, ruler, post-it notes (regular size), tape

Copy of University Course Schedule:

This can be obtained from [www.auburn.edu](http://www.auburn.edu) or via email me.

Course Description:

This course includes the principles, current thinking, and approaches to the teaching of elementary school language arts. It also includes the relationship between pedagogy and literacy understanding appropriate for the instruction of children in kindergarten through sixth grade. During this course, the students will participate in the Alabama Reading Initiative (ARI) training for schools in the state of Alabama.

Objectives: *Students will…*

-increase their knowledge of current reform in language arts education in regard to developmentally appropriate curriculum and methods.

-recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem solving, inquiry and debate.

-have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning.

-recognize and develop lessons that use techniques such as enrichment, manipulative materials, and technology to enhance development and leanring.

-develop and implement appropriate lessons and curricular materials for the (K-6) classroom that reflect the area of language arts and build on prior knowledge.

-recognize the importance of special factors that influence learning and how to provide for them.

-demonstrate knowledge to be used in selecting, organizing, and evaluating available space, resources, experience, and equipment for elementary curriculum.

-teach language arts to children in real public schools (K-6) classrooms using Alabama state guidelines, including planning, integration of content areas, implementation, and reflection/evaluation.

-demonstrate knowledge of the characteristics of appropriate and effective learner-centered lessons and units that integrate technology, and the resources for enhancing professional growth using technology.

Course Content and Schedule: (attached below)

Course Requirements and Grading Policy:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment:** | **Total Max. Points:** | **Due Date:** | **Grading Policy** |
| Lit Circle Articles | 50 points | See Calendar  | 515-570= A458-514= B399-457= C340-398= D339 and below= F |
| Read Aloud | 20 points | Oct. 9, 16 |
| Lesson Plans | 200 points | 9/24, 10/8, 10/22, 11/5 |
| Daily Class Act. | 100 points | Daily-In Class |
| PWS | 50 points | Dec. 4 (11/27) |
| Program Critique  | 100 points | Dec. 4 (11/27) |
| Conference Forms | 50 points | Varies  |
| Extra Credit | Varies | Varies |  |

Assignments:

*Program Critique Final Exam (100 points):*

-As a group, you will choose a program book to read and critique. You will not be required to read the entire text on your own, but everyone is required to read the introduction chapter. You will split the chapters among your partners and will do several in class jigsaw activities so that you can learn about the chapters you didn’t read.

-You will have a presentation on your program instead of a final exam or paper. Your presentation will need to include the following (*rubric is located on Canvas*):

-Create a whole group or small group lesson (depending on your book) to teach in front of the class that demonstrates to the class the main idea of the book.

-Create a packet (2-4 pages) for your classmates that includes the following minimum:

 a. a brief summary of the program (bias of opinion)

b. a list of picture books, chapter books, resource books that correspond with the program and can be used to effectively teach the program

c. 2 lesson examples (whole and small group) with included standards that covers K-2 and 3-6 (choose grade)

d. list of websites that correspond with the program

e. assessment examples (rubric, checklist, scoring guide)

*Literature Circle Article Assignments (50 points):*

-Literature Circles will be conducted in class and given a time for you to review with your groups the previously assigned reading.

-Group members will sign up for a role for each article on the first day of class. I will POST the final copy of your roles to Canvas and you will be in charge of reading the article and having your completed role done prior the day it’s due in class.

-You can only do each role once unless you have a small group number.

-Be sure to bring your role sheet and article to class each time it is scheduled.

-Be sure to keep all your roles organized by date. You can print out the roles on Canvas and either type in your response or hand write them.

-**Be sure to include the title of the article, date, and name on each role sheet you complete.** **I do not need the article, only the literature role.**

*Read Aloud Activity (20 points):*

 -In lieu of a midterm exam, you will conduct a read aloud (*rubric posted to Canvas*).

-I will model an appropriate read aloud that is based off the model of *Directed-Reading-Think Aloud* (DR-TA) that is located on Canvas.

-You will need to choose a picture book for any age group and at minimum will need to include expression, stopping points for comprehension, and previewing vocabulary.

*Daily Class Activities (150 points):*

-We will conduct daily class activities that will involve creating work stations, reflecting and scoring writing samples, poetry activities, Readers Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, and literature circle article assignments.

-Daily attendance is adequate in order to receive these points unless you have a documented excuse; then you will need to contact me to make up the activity.

*4 Lesson Plans (Lab Assignments) (200 points):*

-Four lesson plans will be created and turned in prior to you teaching them during your lab placements. One of your choosing will be videotaped.

-If you would like me to observe you before you videotape yourself, be sure to contact me via email or after class and we can set up a time. Flexibility of schedule is limited.

-Your lesson plan will need to follow the attached guidelines and please include all assessments, worksheets, center activity, etc. in your lesson plan.

-Be sure to include your name, lab placement, lab teacher’s name, grade level, date, and content to be taught (i.e. adjectives).

-***Lesson Plans are due the night before class before midnight.*** Dues dates are listed above. Upload to Canvas for editing and revising.

*Professional Work Sample (50 points):*

 -See below Lesson Plan Format (template)

*Course Conference Forms (50 points):*

 -See below Course Conference Form (template)

-You will need *five* course conference forms turned into me during the course of your lab placement. This is flexible but you will need to have all five in order to receive the full 50 points. Each form is worth 10 points. Please turn them in at the beginning of class in your folder.

*Extra Credit Opportunity (varies):*

-There will be a chance to earn extra credit during this course. It will vary and depend on the areas that you need the most help in becoming more competent.

**Class Policy Statements:**

Participation: Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, not being prepared for class, and talking when someone else (a peer or instructor) is speaking. Students are expected to participate in all class discussions and participate in all exercises in class and outside of class. It is the student’s responsibility for initiating arrangements for missed work.

Attendance/Absence Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. Each unexcused absence may result in the lowering of the final course grade by one letter grade. An excessive number of excused absences will require a conference with the instructor.

Course Contingency: If normal class and/or lab activities are disrupted due to illness/emergency, or crisis emergency, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace original materials.

Basic Skills: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments have multiple mathematic, grammatical, or spelling errors will have to be revised correctly or a letter grade may be lost.

Late Assignments: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course.

Unannounced Quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes- or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* rules and regulations pertaining to cheating will apply to this class.

Cell Phones: You will need to either turn your phone off or to vibrate during class and lab.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

 -Engage in responsible and ethical professional practices.

 -Contribute to collaborative learning communities.

 -Demonstrate a commitment to diversity.

 -Model and nurture intellectual vitality.

*The following standards will be honored to create a professional learning environment.*

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
2. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you’ve missed.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussion and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
5. As a courtesy, please do not leave on beepers, phones or pagers in class.
6. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

Tentative Class Schedule/Calendar (attached)

\*Note: Articles will be labeled by # on Canvas; class activities may vary slightly throughout the course. Be sure to check on Canvas and print all necessary items needed for class that day. Class is labeled by day.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:** | **What’s Due:** | **Class Activities** | **Assignments:** | **Standards:** |
| Aug. 21Class #1 | -Print Syllabus-Supplies | -Syllabus Review-Overview of Common Core; ALCOS-Interest Survey-Lit Circle Review (sign up)-Book Talks: Choosing a Program for Final Project (sign up)-Wonderful Name Activities | -Article #1-Lit Role #1-Print standards-Print Lit Roles-All Supplies-As a group-one narrative picture book | -Introduction-What the Common Core doesn’t cover |
| Aug. 27Class #2 | -Supplies-Common Core-Article #1-Lit Role #1-Picture Book (narrative)  | -Article Discussion #1-Read Alouds (DR-TA)-Prior Knowledge -Graphic Organizers-Skills v Strategies -Toolkit Lesson #1 (model lesson; create a lesson) | -Article #2-Lit Role #2 | -Language Arts Literature K-6 |
| Sept. 4Class #3 | -Supplies-Article #2-Lit Role #2 | -Article Lit Discussion #2-Toolkit Lesson #2 (nonfiction features)-Nonfiction Units (making it all connect)-Nonfiction leveled texts -Penguin Units -Model Lesson of 5E (contraction surgery) | -Get Book for Final Project-Article #3-Lit Role #3-Send email to lab teacher introducing yourself (cc: to me) | -Language Arts Standards for Informational Text K-2 |
| Sept. 11Class #4 | -Supplies-Article #3-Lit Role #3 | -Article Lit Discussion #3-Toolkit Lesson #3 (nonfiction texts)-Creating a Toolkit Lesson in class-Standards/Objectives in Kid Friendly Format -Johnny Appleseed Unit | -Get Book for Final Project-Article #4-Lit Role #4 | -Language Arts Standards for Informational Text 3-6 |
| Sept. 18Class #5 | -Supplies-Article #4-Lit Role #4 | -Article Lit Discussion #4-Readers Theater; fluency -Literacy Work Stations-Grammar Activities (prefixes, suffixes, etc.)-Read to Self (*The Daily 5)*  | -Get Book for Final Project-Article #5-Lit Role #5- Lesson Plan #1 | -Language Arts for Foundational Skills K-2 |
| Sept. 25Class #6 | -Supplies-Article #5-Article #5-Lesson Plan #1 | -Article Lit Discussion #5-Sign up for Read Aloud-Grammar Activities -Literacy Work Stations-Types of Genres -Read to Someone (*The Daily Five)* | -Bring Final Project Book-Teach Lesson Plan #1 after feedback  | -Language Arts for Foundational Skills 3-6 |
| Oct. 2Class #7 | -Bring Final Project Book | -Journal Writing-Narrative Writing (Biographies, Fiction)-Writing Stages -Traits of Writing (Using Picture Books | -Read Introduction of your book-Read Aloud Activity #1-Lesson Plan #2 | -Language Arts for Writing K-2 |
| Oct. 9Class #8 | -Bring Book-Read Aloud #1-Lesson Plan #2 | -Final Project Jigsaw #1-Read Aloud Project #1-Persuasive Writing-Expository Writing (differs)-Technology & Writing | -Book Reading-Read Aloud Activity #2-Teach Lesson Plan #2 after feedback | -Language Arts for Writing 3-6 |
| Oct. 16Class #9 | -Bring Book-Read Aloud #2 | -Scoring Writing Samples-Building a Rubric -Writing in different time periods (days v one sitting)-Descriptive Writing (model, adjectives, etc.) -Writing Stages Review | -Book Reading-Lesson Plan #3 | -Language Arts for Writing K-6 |
| Oct. 23Class #10 | -Bring Book-Lesson Plan #3 | -Final Project Jigsaw #2-Listening Activities-Peer Discussion Groups-Special Guests; Effective questions to ask-Vocabulary Development (activities-differentiate)  | -Book Reading | -Language Arts Standards for Listening & Speaking K-6 |
| Oct. 30Class #11 | -Bring Book | -Final Project Jigsaw #3-Halloween/Fall Unit -Sentence Structure-All types of Nouns, Verbs-Grammar Activities -Multiple Meaning Words-Categorizing  | -Book Reading-Lesson Plan #4 | -Language Arts Standards for Language K-2 |
| Nov. 6Class #12 | -Bring Book-Lesson Plan #4 | -Final Project Jigsaw #4-Figurative language (similes & metaphors) -*-ed* and *–ing* activity  | -Book Reading | -Language Arts Standards for Language 3-6-Technology |
| Nov. 13Class #13 | -Bring Book | -Final Project Jigsaw #5-What is RTI? Pros & Cons-Behavior Management-Curriculum Mapping | -Book Reading | - Curriculum Mapping; Small Group Behavior and Instruction Set Up; RTI |
| Nov. 20Class #14 | -Nothing | -Thanksgiving Break  | -Final Program Critique Projects | -All Standards |
| Nov. 27Class #15 | - Program Critique Projects | -Final Program Critique Presentations-Final Questions/Concerns | -Final Projects-PWS | -All Standards |

Lesson Plan Format

\*Reminder: Lesson Plans are due in ADVANCE to your lab teacher and your instructor (me). Lesson Plan Format is based on a mixture of lesson plan formats. Be sure to attach worksheets for activities, answer keys, assessments, and brief content information about the topic. If you choose a lesson, give credit to that source and tell where it came from. Your lesson plan is *not scripted* but just detailed enough so that anyone can understand what to do. All lesson plans should be typed and uploaded to Canvas.

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Teacher: |
| School: | Lesson Source: |
| Lesson Title: |
| Grade: | Topic: |
| Common Core Standards:ALCOS Standards:Kid-Friendly Format: |
| Learning Objectives: |
| Materials:  |
| Modifications for Inclusion and ELL Students: |
| Differentiation (small groups & independent work): Keep in mind: What are other students doing while you are teaching a small group lesson? List the small group activities and briefly describe how you will reach leveled students. Small group activities may include or will need to include technology such as including education websites and apps.  |
| Assessment (brief description-attach rubric, test, etc.): |
| Related Literature (title & author only): |
|  | **Lesson Cycle**  |  |
| 1) *Engage (Focus*): Briefly describe how you will initiate the learning tasks by accessing prior knowledge and learning experiences and mentally engaging students in the concept, process or skill to be explored. Examples: get their attention, ask the ‘burning question’ that kick-starts this lesson or phase, show ‘novel’ images, materials, stories to begin student thinking  |
| 2) *Explore (Explicit Hands-on):* Briefly provide a common base of experience within which students identify and develop current concepts, processes, or skills. Students use ‘active’ learning to manipulate materials or explore the environment. Examples: get students involved in hands-on inquiry that focus on the engage question, let them try out some of their ideas about this question, help them make observations and gather evidence that supports concept development |
| 3) *Explain (Reflect):* Briefly describe the opportunities you will provide for learners to develop explanations of concepts that they have been exploring. Students must verbalize conceptual understanding, demonstrate skills, and attach formal labels and definitions to new ideas.Example: the traditional “vocabulary” format but with the added twist that targets vocabulary to build on students’ conceptual thinking, get students involved in peer and class discussions on new learning, guiding them to accept scientific ideas, and question students’ thinking based on new experiences, evidence, or knowledge created  |
| 4) *Elaborate-Extend (Apply):* Briefly describe how to develop in learners a deeper and broader understanding and practice, applying newly acquired skills and behaviors to new or practical situations. Example: Relate what students just learned to social and scientific issues encountered outside of the classroom through further study, inquiries, or projects, carry out a lesson that connects this concept with other concepts or ideas already, use the newly learned concept in a new or novel situation. |
| 5) *Evaluate (Assessment):* Briefly describe how you will assess students’ understanding and abilities so that they can demonstrate what they ‘know and can do.’ Students are provided frequent opportunities for *formative* assessment, applying new learning, and teacher feedback.Examples: collect frequent evidence of individual learning from meaningful assignments, rely on embedded assessment to gauge individual learning and performance, check students’ understanding and performance in practice through check-sheets, individual questioning, and written drawings and reflections, give opportunity for self-assessment of learning through writing, journals, and peer sharing of thinking |
| 6) *Personal Reflection* (to be added after lesson is taught): Briefly answer the following questions in paragraph format: 1) What was the best about your lesson? 2) What was the weakest? 3) What did you learn and would change in the future? 4) What do you need to work on in order to be a stronger teacher?  |

Professional Work Sample (50 points)

Materials Required: LRC digital video camera with charged battery and tripod, videotape (mini-DVD), lesson plan and lesson attachments, and student assessment piece, (PEPE). You may also use any other form of videoing that you have available and submit the video on a DVD.

*Planning (10 points):* Complete your lesson plan in consultation with your cooperating teacher. Arrange for your cooperating teacher to review and approve your planned lesson before observing you teach it. Then respond to the following questions. Be specific with detailed examples from your lesson. Attach your lesson plan to your written responses:

1. How do your lesson plan and the learning environment promote student engagement, inquiry, and encourage supportive interactions for ALL students?
2. How will you determine if all students made progress toward achieving the learning objective(s) or outcome(s)? *Be sure to reference your student evaluation piece.*

Implementation of the Lesson (10 points): Ask your observer to evaluate your teaching using the PEPE form and to particularly take notes on the following:

* Examples of student insights and/or high levels of engagement
* Examples of student confusion and/or lack of engagement
* More and less effective parts of the lesson including notes on how characteristics of effective teaching and student management explain differences in the effectiveness of these parts.

Attach a copy of the lesson observation form.

Take a digital picture of any student creations/devices that are evaluated for learning if applicable.

*Reflection on Performance (15 points):* After the lesson, facilitate a discussion with your observer about your teaching and their evaluation of it that focuses on the following questions, and then view the ***videotape*** of your teaching of this lesson and take additional notes. In considering the actual implementation of this lesson, as you discussed and later viewed it, consider the following questions:

1. What parts of the lesson were more effective? What characteristics of effective science/math/language arts teaching explain the effectiveness of these parts?
2. What parts of the lesson were less effective? What characteristics of effective science/math/language arts teaching are relevant when considering how to improve these parts of the lesson?

Write a one-paragraph summary for each of the two items about with specific examples from your lesson to recap the discussion and your further thoughts after viewing your teaching tape.

Also, write a one-paragraph response to the following item with specific examples from your implemented lesson:

3. What insights did you gain from viewing the videotape yourself that were different from your observer’s notes and feedback? How might you use these insights to improve future science/math/language arts lessons? To make them more effective based on inquiry approaches you are learning and the science/math/language arts you are teaching?

*Analysis of Student Learning (15 points):* Carefully analyze student assessment pieces as data for student learning in this lesson. Make a one-page chart or table with descriptions and numbers (frequencies, percents, averages, etc.) for student learning results for the class, groups, and for each student. Attach a few chosen examples of actual student work samples (*names removed*) to your data analysis as supporting artifacts of student learning: OR attach sample digital photographs appropriately labeled of any student creation or project that you evaluated.

Write a one-paragraph response to each of the following questions based on your assessment data:

1. What did the assessment data reveal about the learning of ALL students, including your students of color? Refer to both group/team (if applicable) and individual learning. Be specific in referring to your analysis of student learning and student learning strengths and weaknesses.
2. How would you use these data on student learning to inform future instructions? What would you have done differently? What will you do differently to improve learning in the future? [*Refer to possible approaches learned in methods*].
* **Did you attach the PEPE*form*?**
* **Did you include your videotape cued up to the beginning of your lesson?**
* **Did you include or attach your *analysis of student learning* data page?**
* **Did you attach any new images or samples of students’ work or assessment?**

*Overview of PWS:* Most PWS’ are double-spaced but single spaced is fine with me. Be sure to include headings:

I. Planning: 1-2 pages; 10 points

II. Reflection on Performance: 1-3 pages; 15 points

III. Analysis of Student Learning: 1-2 pages plus analysis page; 15 points

IV. Lesson Plan and Attachments: pages vary; 10 points

Course Performance Conference Form

Note: You can print this off of Canvas or cut and paste from the electronic syllabus.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| ***Candidates must meet satisfactory expectations in BOTH performance areas for the course (in lab and campus) in order to pass the language arts course.***  |

**PROFESSONAL DISPOSITIONS:**

* Dress, grooming, and demeanor \_\_\_\_\_\_\_\_\_\_
* Attendance and tardiness \_\_\_\_\_\_\_\_\_\_\_
* Basic communication skills (reading, speaking, writing) \_\_\_\_\_\_\_\_\_\_\_
* Task completion and timeliness \_\_\_\_\_\_\_\_\_\_\_
* Self-direction and initiative \_\_\_\_\_\_\_\_\_\_\_
* Reflective and critical improvement of practice \_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Areas of Strength:Areas of Concern: (attach action plan) |

**PLANNING AND TEACHING PRACTICE**

* Lesson planning and preparation for instruction \_\_\_\_\_\_\_\_\_\_\_
* Basic knowledge and study of LA concepts and principles \_\_\_\_\_\_\_\_\_\_\_
* Understanding of standards-based teaching (e.g inquiry, explicit) \_\_\_\_\_\_\_\_\_\_\_
* Fluency in presentation, directions, and facilitation of lessons \_\_\_\_\_\_\_\_\_\_\_
* Correction of student or class inappropriate behavior
	+ e.g. not talking over students \_\_\_\_\_\_\_\_\_\_\_
* Comfort in interacting with and helping children achieve

classroom expectations \_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Areas of Strength:Areas of Concern: (attach action plan) |