1. **C****TRD 3000- AAA: Fundamentals of Language and Literacy Instruction Fall 2015**

**Credit hours:** 3. Contact hours: 3 lecture, 1 lab

**Prerequisites:** Admission into Teacher Education

**Corequisite:** No corequisites

**Date Syllabus Prepared:** August 1998, revised August 2015

1. **Term:** Fall 2015

**Class Days/Time:** Mondays, Wednesdays 10:00-11:50 am.

Classroom: 2435 Haley Center am until lab begins. Then, lab 10:00-11:00 (Dean Rd Elem) on Wednesdays.

**Instructor:** Mary Jane McIlwain, Ph.D.

Assistant Professor, Department of Curriculum & Teaching

**Office:** 5068 Haley Center.

**E-mail:** mjm0055@auburn.edu

**Office hours:** Mon., Wed. 1:00-3:00 pm and by appointment.

1. **Texts & Materials: Required & Optional**
	1. **Required Texts:**
		1. Clay, M. (2013). *An observation survey of early literacy achievement, third edition.* Portsmouth, NH: Heinemann.

# Fountas, I. & Pinell, G. S. (2012). *Prompting guide part 1 for oral reading and early writing.* Portsmouth, NH: Heinemann.

* + 1. Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.
	1. **Required Materials for Tutoring:**
1. A simple journal consisting of 10 sheets of lineless paper stapled together.
2. Letter manipulatives. A double-sided set to laminate and cut out may be copied from the Lesson Materials file on reserve in the LRC or downloaded from Canvas. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
3. Sound boxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in Practical Chapter 3.
4. Single, small white board or IPad w/ white board ap (will be shown in class).
5. Prompting Guide Part 1 or its ap.
	1. **Optional:**
		1. A 3-sided project board of Styrofoam or cardboard. This board serves as a portable classroom or “cubby,” a screen from distracting sights and sounds, and a place to mount lesson materials and student work.
		2. It is suggested that you join the Alabama Reading Association through the Plains Reading Council. Get involved and learn with others
		3. Small round markers/counters (pennies work just as well)
	2. **Provided on Canvas:**
		1. Masters for creating assessments
		2. Masters for creating letter sets

**4. Course description:** Research-based theory and teaching strategies to meet the language and literacy needs of all children, especially those at risk of reading difficulties. Includes laboratory teaching experience. CTRD 3000 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, growing independence and fluency, and reading to learn. Students at each of these stages are commonly found in every grade in today’s elementary schools. You will learn to teach students to break the code of alphabetic writing, to identify and spell words, to develop sight vocabulary for fluent reading, and to learn strategies for understanding and learning from expository texts. As we survey each developmental stage, we will critically examine prevailing theories and practices in the light of scientific studies of reading. CTRD 3000 includes a field experience working with primary-grade students who are not yet fluent readers. Thus, as you study the research on teaching children how to read, you will apply what you learn in practical teaching experiences.

**5. Course Objectives:** Upon completion of this course, students will be able to:

1. Understand the nature of our writing system and the challenges children face at each stage of learning to read.
2. Recognize the difficulties in learning to read experienced by some children and the underlying causes.
3. Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
4. Understand how children can be taught to break the alphabetic code of written English, to identify words from their spellings, and to achieve early reading independence.
5. Understand how children can be helped to gain reading fluency and develop interest in reading that extends beyond the classroom, using a variety of books and multimedia materials.
6. Understand how to teach strategies for comprehending complex narrative and expository texts.
7. Design explicit lessons that include clear, developmentally appropriate explanations, modeling that dramatizes how to solve a problem, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment to provide direction for further instruction.
8. Tutor struggling readers in the primary grades to make measurable progress in reading.
9. **Course Content, Tentative Reading Schedule and Assignment Due Dates**

|  |
| --- |
| *OS=Observation Survey; MSW=Making Sight Words (CCh=content chapter; PCh=practical chapter); PG=Prompting Guide; LOC=located on Canvas; RG=Response Guide; IN=Interactive Notebook; ED=Electronic Device* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dt/Session** | **Topic(s)** | **Readings Done Before Class** | **Due Before Class** | **Bring to Class** |
| 8/17, M1 | * Syllabus & Class Routines/Expectations
* Processing Information in Print
* Assisting Young Children
 | NA | NA | NA |
| 8/19, W 2 | * Observing Change in Significant Areas
* Concepts About Print
* Continuous Text/Running Records/Leveled Texts
* Letter ID
 | OS Ch 4-6 | RG 1 to IN | Group Meetings on your own |
| 8/24, M3 | * Word Reading/A New View of SW
* Writing Vocabulary
* Hearing Sounds in Words/Phonological Aw.
* Self Study Questions
 | * OS Ch 7-9
* MSW CCh 1
* MSW PCh 5 & apdx.
 | RG 2 to IN | EDOSPrint Outs OC |
| 8/26, W4 | * History of Alphabets
* More on Phonological Awareness
 | * MSW CCh 2-3
* OC Lecture
* OC Teaching Phonemic Awareness
 | RG 3 to IN | EDAssessments |
| 8/31, M5 | * Taking & Analyzing Running Records
* Early Reading Behaviors
 | * OC PDF Arts
* MSW PCh 6
 | RG 3 to IN | ED & OSPrint Outs OC |
| 9/2, W6 | * Assessment Summaries & Next Steps
* Developmental Stages
* Components of the Tutoring Lessons
 | * OS Ch 10-11
* MSW PCh 9
 | RG 4 to IN | EDOS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date/Day/Session** | **Topic(s)** | **Readings** | **Due Before Class** | **Bring to Class** |
| **9/7, M Labor Day, No Class** |
| 9/8, W,7 | Tutoring Session 1: Assessment |  |  | Assessment Materials |
| 9/14, M8 | * Text Selection
* Book Introductions
* Searching for & Using Information
 | * MSW CCh 4-5
* MSW CCh 8
* MSW PCh 1
 | * RG 5 to IN
* Pre Assessment Data & Analysis to Canvas
 | EDAssessment Data/Analysis NBPG (1-9) |
| 9/16, W9 | Tutoring Session 2: LP 1 |  | Bring LP to Dean | Lesson Materials |
| 9/21, M10 | * Early Writing Behaviors
* Interactive writing/Cut up stories
* Sound boxes
 | * MSW CCh 6
* OC PDF (6-7)
* PG 21-33
 | * RG 6 to IN
* LP&R 1 Canvas
 | EDPGAssessment NB |
| 9/23, W11 | Tutoring Session 3: LP 2 |  | Bring LP to Dean | Lesson Materials |
| 9/28, M12 | * Constructing, Monitoring, Confirming Words
* Moving from Sound Boxes to Letter Boxes
* Teaching Phonics/Word Work/Spelling
 | * MSW CCh 7
* OC PDF (7-8)
 | * RG 6 to IN
* LP&R 2 Canvas
 | EDPGAssessment NB |
| 9/30, W13 | Tutoring Session 4: LP 3 |  | Bring LP to Dean | Lesson Materials |
| 10/5, M14 | * More on Phonics/Word Work
* Solving Words
 | * MSW PCh 4
* OC PDF (11-12)
* PG 11-12
 | * RG 7 to IN
* LP&R 3 Canvas
 | EDPGAssessment NB |
| 10/7, W15 | Tutoring Session 5: LP 4 |  | Bring LP to Dean | Lesson Materials |
| 10/12, M16 | * Monitoring, Self Correcting & Problem Solving
* Revisit Self Study Questions
 | * OC PDF (12)
* PG (13-15)
 | * RG 8 to IN
* LP&R 4 Canvas
 | EDPGAssessment NB |
| 10/14, W17 | Tutoring Session 6: LP 5 |  | Bring LP to Dean | Lesson Materials |
| 10/19, M18 | * More on Word Work/Word Study/Spelling
* Making & Breaking
 | * MSW CCh 10
* OC PDF (13)
 | * RG 9 to IN
* LP&R 5 Canvas
 | EDPGAssessment NB |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10/21, W19 | Tutoring Session 7: LP 6 |  | Bring LP to Dean | Lesson Materials |
| 10/26, M20 | * Maintaining Fluency
 | * MSW CCh 9
* OC PDF (14)
* PG (17-20)
 | * RG 10 to IN
* LP&R 6 Canvas
 | EDPGAssessment NB |
| 10/28, W,21 | Tutoring Session 8: LP 7 |  | Bring LP to Dean | Lesson Materials |
| 11/2, M22 | Designing Lessons Across the ContinuumEmergent & Novice Readers | TBA | * RG 11 to IN
* LP&R 7 Canvas
 | EDPGAssessment NB |
| 11/4, W23 | Tutoring Session 9: LP 8 |  | Bring LP to Dean | Lesson Materials |
| **Date/Day/Session** | **Topic(s)** | **Readings** | * **Due Before Class**
 | **Bring to Class** |
| 11/9, M24 | Designing Lessons Across the ContinuumApprentice & Developing Readers | TBA | * RG 12 to IN
* LP&R 8 Canvas
 | EDPGAssessment NB |
| 11/11, W25 | Tutoring Session 10: LP 9 |  | Bring LP to Dean | Lesson Materials |
| 11/16, M26 | Designing Lessons Across the ContinuumIndependent & Fluent Readers | TBA | * RG 13 to IN
* LP&R 9 Canvas
 | EDPGAssessment NB |
| 11/18, W27 | Tutoring Session 11: Post Assessment |  |  | Assessment Materials |
| **11/23 – 11/27 Thanksgiving Break** |  |
| 11/30, M 28 | Review | TBA |  | EDPGAssessment NB |
| 12/2, W29 | * Vocabulary Test
* Self Study Project
 |  | Self Study to Canvas | Self Study Project |
| 12/8 | Final ExamOnline8:00 am – 10:30 am |

1. **Course Requirements and Assignments (see appendix for rubrics):**
2. **Readings & Interactive Notebook Entries (25%).** Responses to readings will be submitted to Canvas via your interactive notebook prior to class. Class will involve your group sharing individual responses, developing a shared summary of the readings, discussing connections to self study and tutoring experiences, and collaborating on an application.
3. **Pre-Assessment Report, Tutoring Lesson Plans & Reflections, Post Assessment Report (25%)**
	1. **Pre/Post Assessment Reports.** You will create an assessment kit based on The Observation Survey and other resources during class. This assessment will be administered during the first and last tutoring sessions at the field school. You will write up the interpretation report according to the form provided in class.
	2. **Tutoring Lesson Plans & Reflections.** To apply what you are learning, you will plan, teach, and

evaluate lessons based on the initial assessment and your ongoing observations. Six weekly tutoring sessions are scheduled (see calendar). You must successfully complete the tutoring to receive credit for this course. Grades will be based on your lesson plans and reflections, not on an evaluation of your actual teaching. Your lessons will follow a routine adapted from the Reading Recovery program, based on the work of Marie Clay. In each lesson you will assess your student’s progress with a familiar book, make & break words, help your student write a message using interactive writing, and introduce and read a new book. All lesson plans should be drafted and brought to class on the Monday/Tuesday of the week. All final lesson plans are due before class on the following Monday/Tuesday.

* 1. A & B above will be kept in an Assessment Notebook, which will inform your final write up of

your students.

1. **Self Study Project (10%).** You will synthesize your learning using the Self-Study Project guide, which can be found on Canvas.
2. **Vocabulary Test (10%).** You will complete work bank vocabulary test based on relevant terms covered in the readings and lectures. This will be done in class.
3. **Final Exam (20%)** You will complete a strengths, needs, next steps assessment and write up a lesson plan based on a case study. This will be done on line.
4. **Participation (10%).** Attendance and participation in all classes is required.

**8. Grading & Evaluation**

1. Grading Weights:
2. Readings and Interactive Notebook Entries (25%)
3. Assessments and Lesson Plans & Reflections (25)
4. Self-Study Project (10%)
5. Vocabulary Test (10 %)
6. Final Exam (20 %)
7. Vocabulary Test (10%)
8. Professionalism and Participation (10%)
9. Scale:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

**9. Class/University Policy Statements**

1. **Participation/Attendance.** Class attendance and engaged participation are essential to achieving the goals of this course. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

Absence from tutoring responsibilities limits your student’s reading progress and may create management problems for the teacher. If in an emergency you cannot teach your student, please call the school well *before* lab begins to leave a message for the classroom teacher. Later, contact the teacher to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work. Assignments are due on announced dates. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**B. Tutoring Policies**

1. Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are usually NOT appropriate. Women should consider wearing slacks because we typically work on the floor.

2. Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you won't have time to prepare book introductions, devise letterbox example words, etc.

3. Arrive at least 10 minutes before your scheduled lesson time to set up your materials and to make any last minute revisions before meeting your student. Late arrival (less than 5 minutes before the scheduled time) will lose attendance points.

4. Bring a timepiece to tutoring, and use it to pace your lesson. All children must be picked up and returned at the same time so the teacher can stay on schedule. You may not keep your student longer than the designated time.

5. Don’t allow your student to stray from the lesson or disrupt others’ learning. Recognize and reward your student’s work and attention, and plan mild but consistent consequences for disruptive behavior.

6. Do not give your student any tangible rewards (candy, pencils, etc.). This often leads to jealousy among peers and confuses the motivation for learning for the student. Your friendly attention is ample reward.

7. You are responsible for your student’s safety. Don't leave your student unattended at any time.

8. Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation.

9. Always make decisions based on what is best for the student. Enjoy your tutoring experience. Your student should feel your personal warmth and see your enthusiasm for reading.

**C. Unannounced Quizzes**. There will be no unannounced quizzes.

**D. Disability Accommodations.** Students who need accommodations are asked to electronically submit their

approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. 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).

**E. Honesty Code**.  All portions of the Auburn University student academic honesty code (Title XII) found in

the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**F. Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis

situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, then addendum to your syllabus and/or course assignments will replace the original materials. The professor reserves the right to adjust content and schedule as needed.

**G. 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:

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 vitalit

**Assignment Rubrics**

**(Assessment Reports TBA)**

1. **Readings & Interactive Notebook Responses (25%)**

Weekly reading assignments and case studies will by assessed using the following 15 point rubric that aligns with the requirements for the digital interactive notebook entries:

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Proficient (3 pts.) | Basic (2 pts.) | Needs Improvement (1 pt.) |
| Notes  | Includes adequate notes for each resource, sufficient summary and three thoughtful questions. | Lapses in adequacy of notes for one or more resources OR insufficient summary OR lacks thoughtful questions. | Notes do not represent the content presented OR summary does not represent content presented OR one or more questions are missing. |
| Connection | Connection is thoughtful and explained. | Connection is simple and explained. | Connection is missing OR is not explained. |
| Synthesis | Synthesis is original and includes all resources (CS include all strengths/needs/ns AND implications across the gradual release AND scaffolds are clearly explained AND theories explained.) | Synthesis is original and includes most resources. (CS include most s/n/ns AND implications across the gradual release, but scaffolds OR theories lack specificity and explanation. | Synthesis includes less than half of the resources. CS include few s/n/ns OR lacks implications across the gradual release OR scaffolds AND theories lack specificity and explanation. |
| Clarity & Mechanics | Content is clear and concise with only one or two errors. | Content is clear and concise with three to five errors. | Content lacks clarity OR includes more than five errors. |
| Timeliness | Work is posted on Canvas BEFORE class.3pts. | Work is posted on Canvas AFTER class.0 pts. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced****5**  | **Proficient****4** | **Needs Improvement****3** | **Insufficient****2** |
| Standards & Materials | **Specific Standards-Based Goals and/or Assessment Based Objectives**  | Specific Alabama learning standards/goals stated AND explicit/detailed connection to previous assessments dictating this need.  | Specific Alabama learning standards/goals stated AND explicit connection to previous assessments, but lacks some detail.. | Specific Alabama learning standards/goals stated OR explicit connection to previous assessment. May lack specificity or details. | Specific Alabama learning standards/goals are not present OR connection to previous assessment is limited. |
| **Text & Materials** | Text choice is explained detailing multiple considerations (level/instructional technique, background knowledge, language load, etc.). Reasons for additional materials are explained using appropriate theoretical foundations. |  Text choice is explained detailing 1 or 2 considerations. Reasons for additional materials are thoroughly explained. |  Text choice is explained proficiently detailing 1 consideration OR inaccurate explanations provided. Reasons for additional material selection lack specificity. |  Text choice explanation is insufficient or lacks validity. Reasons for additional materials are not explained.  |
| Reflection | **Evaluation and Assessment for Mastery for Current Lesson****(the child)** | Assessment results are explained in detail AND next steps are discussed with specificity. | Appropriate assessments selected AND assessments and results are explained, but lack specific detail OR next steps. |  Assessment results include little detail. | Assessment results are not present. |
| **Reflection on Practice****(the teacher)** | Explains post lesson thoughts on appropriateness of text, materials, lesson steps, and future changes in detail AND shares changes in assumptions about how children develop literacy with specificity to the reading process. | Explains post lesson thoughts on appropriateness of materials, lesson steps, and future changes AND shares changes in assumptions about how children develop literacy, but lacks detail and connection to the reading process. | Explains post lesson thoughts of appropriateness of materials, lesson steps, and future changes OR shares changes in assumptions about how children develop literacy. | Explanation reveals limited reflection on practice and understanding of reading process. |

1. **Pre-Assessment Report, Tutoring Lesson Plans & Reflections, Post Assessment Report (25%)**
2. Lesson Plan & Reflection Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced****5** | **Proficient****4** | **Needs Improvement****3** | **Insufficient****2** |
| **Rereading** | **Focused Statement/****Modeling of Targeted Objective** | Background knowledge is skillfully activated/built AND targeted skills/strategies are thoughtfully modeled/scaffolded AND observations are relevant to specific literacy behaviors | Background knowledge is activated/built AND targeted skills/strategies are modeled but lacks insight into how to best scaffold/ model children’s learning; AND 3 observations are present. | Background knowledge is activated/built OR targeted skills/strategies are modeled OR only one to two observations are present. | Plans to activate/build background knowledge, model targeted skills/strategies, or observations are not sufficiently developed.  |
| **Running Record & Conversation** |  Conversation prompt is kid friendly AND observations of oral language are present AND running record is accurately analyzed.  | Conversation prompt is present AND observations of oral language are present AND running record is analyzed with some errors. | Conversation prompt is present, but observations are missing or lacking OR running record is analyzed with many errors. | Conversation prompt is absent OR observation are absent OR running record is absent. |
| Word Work | **Word/Letter Features, Sight Words and Letter Formation** | Plans include specific word & letter features AND specific sight words AND plans for mapping or breaking words & sorting letters are accurate AND observations are specific & relevant. | Plans include specific word & letter features AND specific sight words AND plans for mapping or breaking words & sorting letters are accurate AND observations are present. | Plans include specific word & letter features AND specific sight words, BUT plans for mapping or breaking words & sorting letters reveal lack of teacher understanding OR observations are minimal | Plans include specific word & letter features OR specific sight words OR plans for mapping & sorting Or observations are not present. |
| Interactive Writing | **Message, Word ConstructionSpacing & Cut Up Story** | Message is sophisticated AND word/letter construction involves ALL aspects (sound/letter boxes, sight words, letter formation) AND remaining observations reveal child’s current alphabetic stage. | Message is sophisticated AND word/letter construction involves 2 aspects AND remaining observations reveal child’s current alphabetic stage. | Message is simple/minimal OR word/letter construction involves 1 aspect OR remaining observations are not relevant to child’s current alphabetic stage. | Observations are minimal |
| New Book | **Introduction & Reading of the New Book** | Book introduction involves ALL elements, is in kid friendly language AND several observations are explicitly stated and are relevant to child’s stage. | Book introduction includes MOST elements, is in kid friendly language AND 3 or more observations are present but some lack relevance to child’s stage. | Book introduction includes SOME elements OR lacks kid friendly language OR contains only two observations. | Book introduction includes few elements OR 0bservations are minimal. |
|  | **Written Professional Communication**  | Language reflects professional knowledge of the field; AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with minimal errors. | Language reflects growing professional knowledge AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with some errors. | Language reflects emerging professional knowledge OR complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with many errors. | Language does not acknowledge field. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Synthesis, Creating Generative Knowledge****3 pts** | **Developing Connected Understanding****2 pts** | **Developing Awareness****1 pt** |
| Knowledge of Content:Understands the complexity and interconnectedness of the reading process | Final reflection addresses content self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses content self-study question, and includes evidence AND synthesis w/ at least one of the other self-study questions. May lack some clarity. | Final reflection addresses content self-study question, but lacks evidence or synthesis with other research questions. |
|  Knowledge of Teaching & Learning: Understands and applies various learning theories in helping children develop as readers | Final reflection addresses teaching & learning self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses teaching & learning question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses teaching & learning question, but lacks evidence or synthesis w/ other questions. |
| Knowledge of Diversity: Recognizes how cultural & linguistic differences influence language and literacy learning & adjusts planning and instruction accordingly. | Final reflection addresses diversity self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses diversity question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses self-study diversity question, but lacks evidence or synthesis with other self-study questions. |
| Usage & Mechanics  |  |  | Error Free 1 pt |

1. Self-Study Project

**D. Attendance & Participation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Demonstrating Professional Dispositions****5 pts**  | **Strengthening****Professional Dispositions****4 pts** | **Developing Early Professional Dispositions****3 pts** | **Developing Awareness of Professional Dispositions****2 pts** | **Lacks Awareness of Professional Dispositions****1 pt** |
| **Attendance** | Attended ALL classes & ALL field experiences. | ALL classes & field experiences missed were accompanied with a written excuse.  | Missed classes and were arranged with professor prior to class. No field experiences were missed.  | Missed classes and/or field experience(s) were not discussed with professor. | Missed more than 2 classes or field experiences. |
| **Professionalism** | Fully participates in all class and field word according to expectations stated in Memorandum of Professionalism. | Fully participates in MOST class and field work according to expectations stated in Memorandum of Professionalism. | Fully participates in SOME class and field work according to expectations stated in Memorandum of Professionalism. | Fully participates in FEW class and field work according to expectations stated in Memorandum of Professionalism. | Marginally participates in most class and field work. |