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| **Auburn University**  **Department of Special Education, Rehabilitation, Counseling** |

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| **1**. **COURSE NUMBER:** RSED 4910  **Course Title**: Practicum (Collaborative Teacher – Therapeutic Camp)  **Credit Hours**:1  **Prerequisites:** Junior standing or above, admission to teacher education  **Corequisites:** None   |  |  | | --- | --- | | **University Supervisor**  Mrs. Schweck  Office: Haley Center 1234B  (334) 844-3588  (334) 524-6493 (cell)  brumbka@auburn.edu  Office Hours: immediately after camp or by appointment |  | |

**2**. **TERM**: Summer 2016

**Day/Time:** Monday – Friday 7:45-12:00

**Place**: Drake Middle School Gym

**DATE SYLLABUS PREPARED:** May 2010, updated May 2016

**3**. **TEXT**: AL Extended Content Standards, Transition Standards

**4**. **COURSE DESCRIPTION (**variable): The practicum provides the student the opportunity during his or her career preparation to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option.

1. **STUDENT LEARNING OUTCOMES**: A general course objective for all students taking practicum is to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option. Specific practicum objectives will vary however with each individual student according to his or her needs and the nature of the assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.).

• The student will:

1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1

2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2

3. Implement or assist other teachers in implementing the student’s individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3

4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4

5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping; 34(1)(b)5

6. Utilize effective teaching strategies designed to promote learning and improve student achievement; 34(1)(b)6

7. Modify methods, materials, and equipment to meet student needs; 34(1)(b)7

8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8

9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9

10. Effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals; 34(1)(b)10

11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b)11

12. Work effectively with members of the instructional team and professionals from related fields. 34(1)(b)12

**• Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field. 34(2)

• In the **Collaborative Teacher (k-6) program**, the student will:

1. Assess students’ needs in order to plan an individualized education program appropriate for classroom instruction. 35(1)(b)1

2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment. 35(1)(b)2

3. Utilize practices to encourage family support in the student’s program. 35(1)(b)3

4. Assist in the evaluation and implementation of assistive technology. 35(1)(b)4

5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives. 35(1)(b)5

6. Implement appropriate behavioral interventions based on a functional analysis of behavior. 35(1)(b)6

7. Build student’s communication abilities and social interaction skills through the development of appropriate language and conversational skills. 35(1)(b)7

8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science. 35(1)(b)8

9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 35(1)(b)9

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 35(1)(b)10

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 35(1)(b)11

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 35(1)(b)

• In the **Collaborative Teacher (6-12) program**, the student will:

1. Assess students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction. 36(1)(b)1

2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student’s educational program. 36(1)(b)2

3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. 36(1)(b)3

4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills. 36(1)(b)4

5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 36(1)(b)5

6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. 36(1)(b)6

7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. 36(1)(b)7

8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 36(1)(b)8

9. Implement appropriate behavioral interventions based on a functional analysis of behavior. 36(1)(b) 9

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 36(1)(b)10

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 36(1)(b)11

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b)

**6.** **COURSE CONTENT:** SEE SUMMER PROGRAM SCHEDULE AND ADDITIONAL INFORMATION ON CANVAS

1. **COURSE REQUIREMENTS:**

**Program Participation:** The summer program involves direct services to students with disabilities. Students are required to attend all pre-planning meeting days before camp begins. Students must attend and actively provide instruction for 15 out 16 days. Active participation includes planning and implementation of instruction. Each group will submit/post a schedule of who is responsible for teaching during each small group times for every week. Each student will sign in daily with university supervisor. Failure to meet these requirements will be considered a failure to meet the professional dispositions. Late arrival and early departure will also affect one’s professional standards evaluation; more than two unexcused occurrences of late arrival or early departure will result in failure to meet professional dispositions.

**Social Activities (10 points each):** You will plan and lead large group social activities at the beginning of each day. Activities are to be approved in advance. Students will turn in a schedule for each week including who will be responsible (lead and assist) and a description of the activity with any necessary materials.

* Approved in a week in advance (2.5 points)
* Adequate description (activity and assistants) (2.5 points)
* Preparation (materials, directions, correction procedure) (2.5 points)
* Delivery (2.5 points)

**Informal Assessments (25 points):** You will administer assessments to the campers in your group at the Therapeutic Camp.Students enrolled in RSED 5190/6190 will lead and organize this. All members are expected to contribute to the assessment process.

**Weekly Lesson Plans (30 points total):** Each week you will write lesson plans for the times you are teaching. A hard copy of your “rough draft” of each lesson plan is due to Mrs. Schweck at camp at 7:45 a.m. on Tuesday of each week prior to teaching the lesson. The only exception to this is the first set of lesson plans which are due on a Thursday. The lesson plans will be distributed to one of your peers for review and then returned for revisions if necessary. **Final copies of the lesson plans must be submitted via Canvas the following Monday by 7:30 a.m.**

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| **Weekly Lesson Plans** | **Rough Draft Due –**  ***hard copy at Drake*** | **Peer Review Due –**  **on Canvas –**  ***you submit the feedback you received from a peer*** | **Final Copy Due on Canvas –**  ***You submit your final version of your lesson plans for the week*** |
| 1 | No lesson plans this week |  |  |
| 2 | 6/2/16 7:45 a.m. | 6/3/16 5:00 p.m. | 6/6/15 7:45 a.m. |
| 3 | 6/7/16 7:45 a.m. | 6/9/16 5:00 p.m. | 6/13/16 7:45 a.m. |
| 4 | 6/14/16 7:45 a.m. | 6/16/16 5:00 p.m. | 6/20/16 |

**Peer Review of Lesson Plans (30 points total):** Each week you will review a peer’s lesson plans using a checklist. You will provide your peer the feedback in a timely fashion so that your peer will be able to submit the feedback by the due date on Canvas. If feedback is not uploaded to Canvas on time, both you and your peer will be held accountable. See schedule above.

**Weekly Notes (40 points total):** On Thursdays, you will send home with each camper a weekly note describing events of the week and individual camper performance during the week. This will include what the student worked on and learned about, strengths s/he demonstrated, and how s/he learned best. Hard copies are due to Mrs. Schweck by 7:45 a.m. on Wednesdays. Revised weekly notes are due to Mrs. Schweck by 7:45 on Thursdays.

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| **Weekly Notes** | **Write-up Due**  **(WEDNESDAYS)** | **Send home with campers** |
| 1 | 6/1/16 | 6/3/16 |
| 2 | 6/8/16 | 6/9/16 |
| 3 | 6/15/16 | 6/16/16 |
| 4 | 6/22/16 | 6/23/16 |

**Self-Evaluations (25 points total):** University students will complete a weekly self-evaluation and a comprehensive self-evaluation at the end of the summer program. **These evaluations should be submitted on Canvas each Monday by 7:30 a.m.**

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| **Weekly Evaluations** | **Due** |
| Orientation | 5/31/16 |
| 1 | 6/6/16 |
| 2 | 6/13/16 |
| 3 | 6/20/16 |
| 4 and Camp Eval | 6/27/16 |

**Camp Preparation and Program Implementation (40 points):** Students will be evaluated on their camp performance in both lead teacher roles and support roles. Evaluations will be comprehensive and cover all parts of the day. Two evaluation forms will be used. One will be used when you are serving as the lead teacher. The other will be used when you are serving in a support role. Forms are available on Canvas. Each student will have a total of 2 evaluations. Points will be assigned as follows:

Average rating of 3 or above = 20 points

Average rating of 2.5-2.99 = 15 points

Average rating of 2.0-2.49 = 10 points

Average rating of 0-1.99 = 0 points

**Professional Dispositions Evaluation:** (0 **or** 140 points): All standards listed on the Professional Dispositions Evaluation must be met. If a student fails to demonstrate satisfactory performance in any of the areas of professional responsibility, s/he will receive a verbal warning. The next instance will result in failure to meet the professional dispositions for the course. This includes requirements in the Memorandum of Understanding. The demonstration of all 14 standards will result in 140 points toward the final grade. The demonstration **in 13 or fewer** standards will result in **0 (zero) points** toward the final grade.

1. **GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on observational ratings given by the course instructor/on-site supervisor as well as the timeliness and quality of projects assigned. Also, students are required to complete a survey evaluation form that provides written feedback on the quality of the practicum experience. In order to receive a S for the course, the following criteria must be met:

* All assignments must be completed
* Revisions must be made to assignments until they are considered satisfactory by the supervisor
* Students must demonstrate Professional Dispositions throughout the entire field experience. If concerns regarding student performance in this area are brought up by program staff, the situation will be assessed. Failure to demonstrate Professional Dispositions at any time will result in a U for the course and the student will have to repeat the practicum before proceeding to the next field experience.
* Students must adhere to all policies outlined in the syllabus and Memorandum of Understanding.

Grades will be assigned according to the following scale:

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| Assignment | Points Possible | Due date and method |
| **Social Activities** | 10 points each (total TBD) | 5/31 and remaining Thursdays: hard copies 7:45 a.m. |
| **Informal Assessments** (designed and administered) | **25** points | **6/9**: hard copy 7:45 a.m. |
| **Weekly Lesson Plans** | 10 points each week (**30** total) | **Tuesdays** hard copy 7:45 a.m.  **Mondays** Canvas 7:45 a.m. |
| **Weekly Peer Review** | 10 points each (**30** total) | **Electronic and/or hard copies to peers by 11:45 on 6/3, 6/9, 6/16**    ***AND***  **Electronic submission to Canvas of feedback YOU received by 5:00 p.m. on 6/3, 6/9, 6/16** |
| **Weekly Notes to Parents** | 10 points each week (**40** total) | **Wednesdays** hard copy 7:45 a.m.  **Thursdays** revised hard copies 7:45 a.m. |
| **Self-Evaluations of Performance** | 5 points each (**25** total) | **Tuesday 5/31 and Mondays** on Canvas 7:45 a.m. |
| **Supervisor Evaluations** | 20 points each (**40** total) | TBA – turn in on Canvas |
| **Professional Dispositions** | 140 points | ongoing |
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**80%- 100% = Satisfactory/Pass course**

**0-79.9% points = Unsatisfactory/Fail course**

9. **CLASS POLICY STATEMENTS:**

**Attendance Policy**

Teachers are required to attend ALL orientation and training meetings and be present and providing instruction for 15/16 days of the summer program. Teachers should arrive at the summer program by 7:45 a.m. each day and sign in on the attendance log. You must remain at the summer program for the entire day. On a typical day at the program, teachers arrive at 7:45 a.m. and teach until 11:30 a.m.

However, all teachers are to remain at the camp until all preparations for the next day are completed.

**Absence Policy**

One excused absence is allowed. More than one will result in a grade of FA/U. Exceptions are up to the discretion of Mrs. Schweck and will be considered only under extreme circumstances (i.e. death in the family, serious illness, etc.). If there is a condition or circumstance that will prevent you from meeting this expectation, it is suggested that you drop the course.

Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**In the case of an absence, CALL (don’t text or email) Mrs. Schweck at 334-524-6493 immediately. This notification should be at least one day in advance when possible. If this is not possible, then notification should take place prior to 7:45 a.m. of the day of absence. Teachers should also contact their group members. For each program day missed, teachers must participate in alternate activities for 3 hours.**

**Assignments:** All assignments should be typed (unless otherwise instructed) and prepared in a professional manner (e.g., neat, correct grammar, spelling). Additionally, assignments are due on the date listed in the syllabus at the time noted. **There is no credit for late assignments; any assignment turned in after the time noted on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one day** from the time he or she returns to class to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .rtf.

**Program Meetings**

A brief meeting will be held at the conclusion of each day. These meetings will last approximately 15-30 minutes and conclude before 11:55 a.m. Attendance is required. You are also required to make preparations for the following day before you leave each day.

**Confidentiality**

All events, student information, and material related to the program are confidential and are not to be shared outside of the program setting or with people not directly related to the summer program. Failure to comply will result in a U for the course and a meeting with your advisor and/or the SARA Committee.

**Planning**

Teachers should walk into the classroom each morning ready to teach. A copy machine is not available at the gym. This means that all copying should be done before or after program hours at least one day in advance. All lesson plans should be ready in a clipboard, file folder, etc., and teachers should be prepared with all necessary instructional materials. As a general rule, teachers should not leave the summer program without completing the next day’s instructional preparations.

**Transportation**

On occasion, there will be program activities that you must attend that do not take place at the Drake Middle School Gymnasium. In this case, it will be necessary for you to provide your own transportation to these events. Carpooling is recommended. Unless otherwise stated, you are to meet at the Gymnasium to assist the campers and camp staff members prepare the campers for the trip.

***Do not transport any campers in your vehicle.***

**Copying/Equipment**

Development of lesson materials and copying are the responsibility of each teacher. The summer program does not have access to copiers, computers, printers, laminators, paper, Velcro, etc. Teachers are responsible for preparing lesson materials using their own resources outside of the program setting.

**Area Maintenance/Cleaning**

All furniture and equipment should be taken care of by each group. You are expected to maintain your area and clean up after yourselves and your group daily.

**Safety Issues**

Be familiar with your campers. Know them and their habits. Talk to Ms. Dana if you have questions about specific campers regarding medical issues or behavior. If a camper becomes ill or aggressive follow the procedures given to you while another group member escorts the rest of your campers to the gym and gets Ms. Dana or Mrs. Schweck. Auburn City Parks and Recreation requires incident reports to be filled out in case of illness or injury. Please be sure to report all questionable incidents to Ms. Dana and Mrs. Schweck.

**Electronics**: Cell phones are not permitted at the summer program and should remain at home or in your vehicle. Laptops are not permitted at the summer program unless being used during a lesson that is being taught.

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

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU Bulletin* will apply to university courses. 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.

**Accommodations for Students with Disabilities:** 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. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. 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.

**Auburn University Policy on Classroom Behavior**: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

**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, and addendum to your syllabus and/or course assignments will replace the original materials.

**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

**Dress Code**

The program takes place in a gymnasium building that is usually warm. You should dress casually but professionally in a way in which you can physically interact with the students in a comfortable way. It is mandatory that you wear casual closed toed shoes (i.e. tennis shoes) each day of the program. Please refrain from wearing jewelry. Tattoos should not be visible. Piercings in places other than your ears are not allowed.

Recommended Attire: Clothes that are not permitted:

Capri pants Scrubs

Shorts (2 inch rule) Short shorts

Crewneck t-shirts (containing appropriate content) Flip flops, sandals, heels, dressy flats

Closed toe full coverage shoes Tank tops, Shirts with deep v-necks or scoops, Tight fitting shirts

**Lesson Plan Grading Rubric**

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| --- | --- | --- | --- |
|  |  |  |  |
| **Planning** | 1.5 points | .75 points | 0- point |
| Lesson Objective and Implementation | * Lesson objective is stated and includes a condition, behavior, and criteria * State standard is listed * Description of lesson materials | Criteria  partially met | Criteria not met |
| Assessment | * Method for assessing student learning and evaluating instruction is stated * The assessment includes a criteria * Assessment is appropriate based on students’ development and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
|  |  |  |  |
| **Implementation** | 1 point | .50 points | 0- points |
| Advance Organizer | * Includes statement of expectations for student behavior * Includes overview of lesson content and its relevance to students’ previous experience or learning * Language is appropriate based on students’ developmental and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
| Model/ Demonstration | * Teacher demonstrates skill/task step by step * Language is appropriate based on students’ developmental and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
| Guided Practice | * Teacher and students complete the skill or task together * Students are clearly completing the skill or task with the involvement of the teacher * Language is appropriate based on students’ developmental and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
| Correction Procedure | * Correction procedure is stated and clearly described * Teacher demonstrates skill/task step by step * Language is appropriate based on students’ developmental and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
| Independent practice | * Students complete the skill or task without teacher assistance * Independent task is clearly related to the skill taught in previous parts of the lesson | Criteria  partially met | Criteria not met |
| Post organizer | * Includes a summary of lesson activities/content * Connects lesson content to future activities/instruction * Language is appropriate based on students’ developmental and/or cognitive level of functioning | Criteria  partially met | Criteria not met |
|  |  |  |  |
| **Quality of Writing** **Style** | 1 point | .50 points | 0- point |
|  | * Direct, clear , and free of grammatical errors * Correct spelling used * Writing style is appropriate for desired audience | Criteria  partially met | Criteria not met |

**Peer Review Checklist**

|  |  |  |
| --- | --- | --- |
| Project Content | | |
| Yes/No |  | Page, paragraph, line |
|  | Date and time lesson will be implemented are listed. |  |
|  | Subject and materials are complete and make sense. |  |
|  | Measurable learning outcome is listed and contains criteria for student achievement. |  |
|  | Method of assessment is described *and* makes sense based on the learning outcomes and the actual lesson. **Note: the assessment is not the independent practice.** The assessment portions of the lesson plans do not actually have to be implemented. |  |
|  | Each remaining section contains “teacher talk”. |  |
|  | The advanced organizer does the following:  Introduces the activity  Activates background knowledge/makes it relatable  States expectations |  |
|  | The model/demonstration clearly presents teacher talk where the teacher is showing, explaining, modeling, demonstrating the skill.  No questions are asked about content that hasn’t been taught or is not review. |  |
|  | The guided practice section clearly presents the teacher checking of understanding, clarifying, providing practice without penalty. |  |
|  | The correction procedure section clearly lists how anticipated misunderstandings/confusion will be addressed using teacher talk. |  |
|  | The independent practice section clearly describes how students will have an opportunity to practice the skill on their own with clear directions stated in teacher talk. |  |
|  | The post organizer clearly wraps up the lesson, summarizes/reviews, connects to previous/future lessons, and transitions to the next activity. |  |
|  | The adaptations for diverse learners sections clearly indicates how individual accommodations will be provided to students who need them. |  |
|  | The lesson seems like it will take the entire planned time. |  |
|  | Backup activities related to the lesson are listed and make sense. |  |
| Spelling, Grammar, Professional Language, and Writing conventions | | |
|  | Professional language is used throughout the paper. Instances of the following are marked: *get/got, based off of, when it comes to, good behavior, bad behavior,*  or any other informal language appropriate for speech, but not professional writing |  |
|  | Headings are used for each section of the project |  |
|  | Person First Language errors |  |
|  | The template for the project was used |  |

Lesson Plan Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer Review Rubric**

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| --- | --- | --- | --- |
| **Category** | **10 points** | **6 points** | **0-1 points** |
| **Peer Review** | All of the categories related to project content are assessed accurately and include details about where to find the correct response.  The category related to spelling, grammar, professional language, and writing conventions has no more than 3 inaccuracies.  Feedback was submitted to peer by 11:45 a.m. on due date. | 11 out of 14 categories related to project content are assessed accurately and include details about where to find the correct response.  The category related to spelling, grammar, professional language, and writing conventions has no more than 8 inaccuracies.  Feedback was submitted to peer later than 11:45 a.m. on due date. | 10 or fewer categories related to project content are assessed accurately and include details about where to find the correct response.  The category related to spelling, grammar, professional language, and writing conventions has 9 or more inaccuracies.  Feedback was not submitted to peer on due date. |

| **Social Activity 10 points each** | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| Approved a week in advance | |  |  | | --- | --- | | Full Marks  2.5 pts | No Marks  0 pts | | 2.5 pts |
| Adequate Description (activity, assistants, materials, etc.) | |  |  | | --- | --- | | Full Marks  2.5 pts | No Marks  0 pts | | 2.5 pts |
| Preparation (materials, directions, correction procedure, etc.) | |  |  | | --- | --- | | Full Marks  2.5 pts | No Marks  0 pts | | 2.5 pts |
| Delivery | |  |  | | --- | --- | | Full Marks  2.5 pts | No Marks  0 pts | | 2.5 pts |