

## **Education 310: Methods and Materials for Teaching Language Arts**

University of Wisconsin – Stevens Point

Spring 2018 - Three credits

Section 1: Tuesday 2:00 – 4:30 CPS 229 & Seminar 2:00-3:00 CPS 233

Section 2: Wednesday 2:00 – 4:30 CPS 230 & Seminar 2:00-3:00 CPS 233

**Professor:** Dr. Lynda Fernholz

Office: 454 CPS Bldg. Phone: 608.385.1175 (cell)

Email: [lfernhol@uwsp.edu](mailto:lfernhol@uwsp.edu)

Office hours: Monday 3:00 – 5:00 p.m.; Tuesday & Wednesday 12:30 – 1:45 p.m. or by appointment

### **Course Philosophy:**

Effective instruction and assessment of reading and writing relies on an integrated curriculum, researched-based instruction, and a corresponding practicum: This course will develop proficiency in the science and art of teaching language arts within an authentic elementary school setting. Course content will build upon the pre-service teachers' prior knowledge and assumptions of language and literacy as the base for how we understand, shape, and work in the world. Content will include major concepts and processes central to understanding literacy/language arts development. How learners become readers and writers, multiple contexts in which literacy learning develops, with particular emphasis on new literacies and technologies. The importance of selection of assessment and interventions, and the critical role of teachers in fostering literacy learning which must integrate the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in elementary and middle school settings.

Course performance tasks will emphasize application of the Optimal Learning Model for teaching and include consideration of •

The Common Core Standards (CCSS) as part of a larger vision of graduating every child college and career ready.

HYPERLINK "<http://www.corestandards.org/ELA-Literacy/>"

- Interstate Teacher Assessment and Support Consortium (InTASC) Standards
- Educator Effectiveness (EE) HYPERLINK

"<https://www.colorado.edu/education/sites/default/files/attachedfiles/edtpaellhandbook.pdf>"

- Correlation of InTASC Standards & EE (DFFT)

**Prerequisite:** Admission to Professional Education and EDUC 302 or Department Approval

### **Required Textbooks:**

- *Language arts: Patterns of practice* (9<sup>th</sup> edition). Tompkins, G. (2006). Upper Saddle River, NJ: Pearson. **(Rental)**

- *Comprehension and collaboration. Inquiry Circles (revised edition)*. Harvey, S. & Daniels, H. (2015). Portsmouth, NJ: Heinemann. ISBN: 978-0325-062860 **(To be purchased)**

---

**Intended Course Learning Outcomes:** At the end of this course EDUC 310, Students earning a *B.S. in Elementary Education & Special Education*, will be able to:

1. Demonstrate knowledge of language development theory and its application to language arts instruction. (InTASC Standards #1, 4, 7, 8)
2. Utilize the Common Core State Standards to ensure that all children achieve high academic expectations in the teaching and learning of language arts. (InTASC Standard #6)
3. Recall knowledge of the writing process and writer's workshop approach. (InTASC Standard #1, 4)
4. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable for a teaching of philosophy paper for the purpose of applying and interviewing for a future teaching position with an emphasize on literacy. (InTASC Standards #4, 5) (GEP Written Communication)
5. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback. (InTASC Standards # 6, 9) (GEP Written Communication)
6. Provide effective feedback to foster learners' mindful literacy, confidence, and inquiry. (InTASC Standard #7)
7. Develop appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction. (InTASC Standard #6)
8. Explain that a comprehensive language arts unit includes the six strands of language arts instruction (reading, writing, speaking, listening, viewing, and visually representing). (InTASC Standards #1, 4, 5)
9. Adapt language arts instruction to provide for a range of diverse student needs, (i.e., children with special needs, giftedness, and English Language Learners). (InTASC Standard #2)
10. Integrate instructional technology within the teaching of language arts. (InTASC Standard #5)
11. Communicate effectively with others using a variety of media to promote best practices in literacy. (InTASC Standards #3, 5)
12. Compose and deliver articulate, grammatically correct, and organized assignments using appropriate communication technologies as well as properly documents and support ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience. (InTASC Standards #4, 5, 9) (GEP Oral Communication)
13. Apply your understanding of elements that shape successful oral communication such as topic, purpose, genre, and audience to analyze your own and others' delivery and provide effective and useful feedback to improve your communication. (InTASC Standards #4, 5, 6, 9) (GEP Oral Communication)
14. Demonstrate growth in professional dispositions essential to becoming an effective teacher of language arts. (InTASC Standards #9, 10)
15. Meet edTPA (Elementary Literacy) Standards and InTASC Model Core Standards.

16. Meet PI 34.15 Conceptual Framework 4 (f). Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to six. In this paragraph, "phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables

---

**University Policies:**

1. **The expectations** delineated in the UWSP Community Rights and Responsibilities intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chap. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
2. **Copyright and File Sharing:** Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site denied.
3. **Americans with Disabilities Act:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the sixth floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>

---

**Performance Tasks:**

1. **Attendance.** Attendance is required. At least 15 points deducted from your final grade for each absence (instructor's discretion). Please inform the instructor by email, prior to class, if missing class, late to class, or leaving early. This is an important responsibility in demonstration of your professional dispositions. Students are responsible for all content missed due to absences.
2. **Participation.** Participation in this course, EMB, practicum should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Participation points earned through demonstrated growth in the Dispositions and the quality of in-class contributions. **This includes** completed assigned readings prior to each class period. This will build background knowledge allowing you to participate in discussions and activities about those readings. Have your textbooks at class on the dates listed in the course schedule.

3. **EMB Seminars.** You will participate in Monday EMB seminars. You are also required to participate in the EMB FINAL SEMINAR scheduled during final exam week
4. **Practicum** You are required to actively participate in and successfully complete an on-site practicum assignment. As many of your course projects involve your practicum placement, therefore, your grade for this course includes the practicum experience. See the EMB Guidelines for specific expectations concerning your placement. An unsatisfactory placement experience may result in a failing grade for this course. This course is part of the Elementary Methods Block. The first 8 weeks you will be on campus in class. The final 8 weeks you will be in classrooms in Stevens Point Monday – Friday 8:30 a.m. -4:00 p.m. **Exception: Special Education Majors & Others NOT part of the EMB Block. 20 hours of practicum expected for those out of EMB block. Attend the Practicum Fair on January 31 and February 1 from 10-2 in 378 DUC.**
5. **Dispositions** Your interactions and conduct in this class, with children, your peers, your cooperating teacher, school staff, and with parents/guardians should be positive, warm, and professional. Thus, the instructor is obligated to notify the SOE Dean and/or faculty members if there is a concern with a pre-service teacher's disposition. UWSP Dispositions document found at: <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>
6. **Learning Objectives** Provide the bridge to access and complete the learning outcomes. The instructor of this course reserves the right to adjust or changes to the schedule and assignments as needed throughout the semester. Any changes will be discussed in class. If absent, you be responsible to learn about these changes from your peers. **This flexibility is necessary for the instructor to assess where preservice teachers are in their understanding of theory into practice. If there is ANY concern or questions regarding any “possible” adjustments or changes, it is the responsibility of the preservice teacher to seek out Dr. Fernholz. This is a partnership towards best teaching practice. Communication is necessary and encouraged.**
7. **Course Assignments & Rubrics.** To understand teaching responsibilities, DFFT divides the complexity of teaching in 4 domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. The **Learning Outcomes** (InTASC Standards) describe what preservice teachers should accomplish by the end of this course.

### Inquiry-based teaching

1. **Collaboration & Inquiry.** Working together to form Professional Learning Communities (PLC's), a framework for reading, writing and research will be developed to support the content and literacy skills required in your upcoming EMB placement. Reading and language arts is not just about behaviors, it is about thinking. Reading is always about meaning/comprehension.

Today we understand that teachers must teach all the elements of reading and language arts together in all content areas so that children constantly practice what proficient readers do: put it all together and understand. We must extend reading, thinking, and learning across the entire school day.

2. **Collaboration & Inquiry.** Your PLC will determine a grade level and content area/topic (science/social studies) in which to focus your explicit instruction in comprehension and writing. Together you will collaborate and create a framework to guide lesson design and planning for the instruction of your topic. This framework will explicitly map out the responsibilities of the teacher and the children while providing lesson outcomes that will allow for rich and meaningful thinking about the topic of study. This framework will include four major components: (1) activate, explore, and build background knowledge (2) read to learn and understand information (3) summarize and synthesize information and big ideas and (4) shared learning and demonstrate understanding.
  
3. **Collaboration & Inquiry.** PLC's will present their frameworks using media of choice to the class. Grade will be based on each part of the framework which will describe what the teacher will do to guide instruction and how children will engage in these varied learning experiences (strategies used to build reading, writing, listening, speaking and comprehension skills)

<b>Assignment(s) Expectations</b>	<b>Points Possible</b>
Philosophy of Teaching Literacy Formal Paper	100
Peer Editing Checklist	50
Textbook Chapters and Class Discussion Journal	100
Class/Group Participation & Attendance/Share thinking and growing knowledge as recorded in journal	50
Inquiry Project Collaboration	50
Inquiry Project Presentation	50
Dispositions/Class/Practicum/Technology Communication (professionalism)	50
Total	450

**Grades based on percentages:**

A = 93 – 100; A- = 90 – 92; B+ = 89; B = 83 – 88; B- = 80 – 82; C+ = 79; C = 73 – 78; C- = 70 – 72; D+ = 68-69; D = 65 – 63; D- = 60

DATE	TOPIC	Learning Outcomes
Week 1	<b>Collaborative Communities</b> Learning is a social act Knowing your students	It is the teacher that makes the difference!  What kind of teacher will you be?
Week 2	<b>Writing Communities &amp; The Writing Process</b> The Peer Edit with Perfection! PowerPoint Tutorial Editing Checklist. <b>Strategy in Practice:</b> <ul style="list-style-type: none"> <li>• The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.</li> </ul> <p>The following are ways to implement each step of the writing process:</p> <ul style="list-style-type: none"> <li>• Prewriting—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece.</li> <li>• Drafting—Students work independently at this stage. Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time</li> <li>• Revising and Editing—Show students how to revise specific aspects of their writing to make it more coherent and clear</li> </ul>	<p>The writing process—prewriting, drafting, revising and editing, rewriting, publishing—mirrors the way proficient writers write.</p> <p>Studies show that students who learn the writing process score better on state writing tests than those who receive only specific instruction in the skills assessed on the test.</p> <p>This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects.</p> <p>Success in writing greatly depends on a student’s attitude, motivation, and engagement.</p>

	<ul style="list-style-type: none"> <li>• Teach students to reread their own work more than once as they think about whether it really conveys what they want to their reader.</li> <li>• Reading their work aloud to classmates and other adults helps them to understand what revisions are needed. Your ELLs will develop greater language proficiency as they collaborate with their peers when revising.</li> <li>• Rewriting—Have students incorporate changes as they carefully write or type their final drafts.</li> <li>• Publishing—Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website. The</li> <li>• Rubrics help to make expectations and grading procedures clear, and provide a formative assessment to guide and improve your instruction.</li> <li>• Peer review, with clear guidelines for students to give feedback on each other’s work, motivates students, allows them to discuss their writing with their peers, and makes the work load a little lighter for you.</li> <li>• You can also have students can edit their own work using a checklist Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice.</li> </ul>	<p>We will think carefully about each stage of writing.</p> <p>Students will practice each strategy and will demonstrate/participate in each writing stage as their rewrite their Philosophy of Teaching paper.</p> <p>Discuss materials and present ideas and strategies for teaching writing.</p>
<b>Week 3</b>	<p><b>Writing, Spelling, Grammar</b></p> <ul style="list-style-type: none"> <li>• Stories, personal journals, dialogue journals, reading logs, double-entry diaries, learning logs and simulated journals, other</li> <li>• Because Spelling Matters Power Point</li> </ul>	<p>Strategies for words and their meanings ~ History of the English Language.</p>
	<ul style="list-style-type: none"> <li>• Words and Their Meanings</li> </ul>	

<b>Week 4</b>	<b>Language Art Strategies</b> <ul style="list-style-type: none"> <li>• History of English Language, targeting words to teach, word walls, word-study activities, synonyms and antonyms, homonyms, multiple meanings, idioms</li> <li>• The six language arts</li> <li>• Literature Focus Units</li> <li>• Reading and Writing Workshop</li> <li>• Read, Write and Talk Video</li> </ul>	Strategies and ideas for teaching nonfiction reading, the research process, multi-genre projects and expository text structures.
<b>Week 5</b>	<b>Reading and Writing Workshops</b> <ul style="list-style-type: none"> <li>• Establishing a workshop environment</li> <li>• How to develop a thematic unit</li> <li>• Using content-area textbooks</li> <li>• WHAT do I need to KNOW about my EMB Classroom/Students?</li> <li>• Teaching Non-fiction Video</li> </ul>	Share ideas for Inquiry Based Topic and Outcomes.  Explore how to adjust instruction for developmental stages of learners.
<b>Week 6</b>	<b>Rough draft of Philosophy Paper</b> <ul style="list-style-type: none"> <li>• Peer editing</li> <li>• Reading paper aloud</li> <li>• Taking thinking public</li> </ul> <b>Inquiry Based Learning Projects Developed</b>	Bring a completed “hardcopy” of your philosophy paper to class week 6  Inquiry Based Learning and Outcomes for all levels of learners
<b>Week 7</b>	<b>Collaboration/Inquiry and pulling it all together</b> <b>Creating the Inquiry Based Project</b>	Strategies and ideas for teaching handwriting, comprehension, thinking, listening, reader’s theatre and comparing non-fiction and fiction books.
<b>Week 8</b>	<b>Inquiry Project Presentations</b>	Projects due

Special Education Majors: Weeks 9 – 16 (Required tasks)

In collaboration with Sand Lake Elementary School located in Holmen, WI Special Education Majors will create Reading and Language Arts lessons and activities for carefully identified special education 3<sup>rd</sup> grade children participating in Oscar O’Neil

language arts, nature and arts project. UWSP students will travel as a group with Dr. Fernholz during April 2018 to participate in field trip with children to a nature reserve.

Preservice teachers will also be invited to participate in the final day activities in Holmen, WI (if available)

Elementary Education majors will be participating in EMB 8-week full time placement during Weeks 9-16 Special Education majors will participate in Oscar O'Neil Fellowship Project during weeks 9 – 16

## RUBRICS

### Planning, Preparation & Growth as a Professional - Formal Paper

#### Formal Written Essay Philosophy of Teaching Literacy

**Learning Objective:** Preservice teachers will read, edit, revise and re-submit their Philosophy of Education Essay written during Educational Psychology and uploaded to their professional portfolio

#### Philosophy of Teaching Writing Skills Rubric (50 points) Due Week 6

	<b>Excellent Outstanding Expectations (5)</b> Exceeds performance standard	<b>Good Meets Expectations (4)</b> Respectable performance standard	<b>Developing Toward Expectations (3)</b> Average; meets performance standard	<b>Does Not Meet Expectations (0)</b> Below average performance
<b>Organization</b>	The paper contains a welldeveloped introduction that explains the purpose, importance, and plan/organization of the paper.	The paper contains a welldeveloped introduction that explains the purpose, importance, and plan/organization of the paper.	The introduction is lacking one of the key elements: purpose, importance and/or plan/organization.	No introduction or a very incomplete introduction is present.
	The paper contains a conclusion that highlights the main points in	The paper contains a conclusion that highlights	The conclusion highlights some of the main points.	No conclusion is present OR the conclusion is

	the paper. No new information presented in the conclusion.	the main points in the paper. No new information presented in the conclusion.		incomplete or unrelated to the main ideas presented in the paper.
<b>Focus</b>	The focus of the paper clearly stated through a strong thesis statement and organizational language.	The focus of the paper clearly stated through a strong thesis statement and organizational language.	The thesis statement could be clearer. More organizational language would be helpful.	The focus of the paper is not clear.
<b>Depth of Knowledge</b>	The writer has demonstrated an understanding of the topic by using relevant examples to support his/her ideas. The writer ties his/her knowledge of the K-8 learner observed with the aspect of literacy addressed.	The writer has demonstrated an understanding of the topic by using relevant examples to support his/her ideas. The writer ties his/her knowledge of the K-8 learner observed with the aspect of literacy addressed.	The writer has demonstrated a general understanding of the topic. The writer ties his/her knowledge of the K-8 learner observed with the aspect of literacy addressed.	The content of the paper is superficial and does not demonstrate understanding of literacy or the K-8 learner.
<b>Accuracy</b>	The content is accurate. Clearly cited.	The content is accurate. Clearly cited.	A few questions regarding accuracy noted. Somewhat cited.	Several inaccuracies noted. Lack of knowledge demonstrated.
<b>Support</b>	The writer has provided specific examples that help illustrate the main concepts (6 or more relevant citations – APA format)	The writer has provided specific examples that help illustrate the main concepts (6 or more relevant citations – APA format)	The writer has provided examples; however, they need to be more specific OR more examples would make the ideas clearer (4 or less relevant citations – APA format)	Specific examples needed (weak citations ~ non-relevant, etc.)
<b>Writing</b>	Word choice and voice demonstrate professional style of writing.	Word choice and voice demonstrate professional style of writing.	Professional style of writing is evident with some conversational idioms.	Word choice and voice are mostly conversational.

	A variety of grammatically correct sentence structures to show the relationship of clauses through use of connecting words.	A variety of grammatically correct sentence structures to show the relationship of clauses through use of connecting words.	There are some grammatical problems. Sentence structure lacks variety. There are few connecting words to show the relationship of ideas.	There are many grammatical problems and minimal variety of sentence types.
	Transitions have been incorporated between main ideas	Transitions have been incorporated between main ideas	Some transitions incorporated between main ideas.	Transitions are lacking.
	Few, if any, mechanical errors exist. APA Format correct	Few, if any, mechanical errors exist. APA Format correct	A few mechanical errors exist but they do not interfere with the meaning of the paper. Errors in APA format	The paper appears to be at draft stage. APA not used.

**Comments:**



### *Peer Editing Strategy Checklist (50)*

During class, we have modeled and discussed each step of the writing process (prewriting, drafting, revising, editing, and publishing). Please note that the revising stage precedes editing. You should have already worked through content revisions before reaching the editing step.

When you are ready for the editing stage of the writing process, you will edit your writing and then meet with a partner to engage in peer editing. Each partner will complete the peer-edit prompts below so that all students can hear and view the process. Finally, discuss what went well and needed improvements in the editing steps below.

- Author's Name:
- Read the paper aloud to your partner.
- What is the main point (thesis of the essay)? • What is the best part of the essay?
- What recommendations for improvements can you make?
- Who is the author's intended audience?
- Identify the structure/order of the essay
- List the transitional words/phrases the author used. Were they effective?
- Can you suggest alternatives?
- What is the author's tone?
- Underline words and phrases that you particularly like.
- How many explicit examples of teaching skills and strategies presented? Circle them.
- Circle words or phrases for which you want to suggest other word/phrases and make a note in the margin near that word/phrase.
- How many resources cited? Correctly?
- APA Used?
- Correct the mechanics of the paper:
  - Spelling
  - Grammar
  - Punctuation
  - Format
  - Capitalization
  - Discussed suggestions

Reviewer Signature: \_\_\_\_\_ (50 points)

## Leadership & Collaboration – Assigned Journaling & Discussion

### Assigned Readings and Journaling (100 pts)

**Learning Objective:** Preservice teachers participate in a professional learning group (PLC) to learn about effective language arts (reading, writing, research, comprehension, presentation and speaking) teaching practices and the qualities of an effective teacher to design effective lesson plans during EMB/Practicum Placements.

### SCORING GUIDE

Five—SURE DID!

4—MOSTLY DID

3-SOMEWHAT

2-BARELY

1-NOT EVIDENT

Did preservice teacher/group member show knowledge of the content, speak clearly, so others could understand, and make it interesting with visuals, handouts, activities, video or other method?

30

25

20

15

10

Did preservice teacher/group member participate fully and professionally with other members, share ideas and new learning, (**Evidence: Journals**), and weave resources on literacy and teaching language arts for increased learning?

30

25

20

15

10

Did preservice teacher/group member actively listen to each speaker, truly engaged in each group's presentation of ideas (eyes on speakers, body is facing speaker, etc.), and ask appropriate questions?

30

25

20

15

10

Did preservice teacher/group member actively listen to each other and provide evidence of learning regarding growing pedagogy in the skills for effective Reading and Language Arts instruction.

30

25

20

15

10

Did preservice teacher/group member actively listen to the instructor, truly engaged the instructor's presentation of ideas, strategies, theory and best practice (eyes on speakers, body is facing speaker, etc.), and asked appropriate questions. Sense of humor evident.

30

25

20

15

10

**Collaboration & Inquiry Presentation (100)**

**Learning Objective:** Preservice teachers participate in a professional book study group (PLC) to learn about effective language arts (reading, writing, research, comprehension, presentation and speaking) teaching practices and the qualities of an effective teacher to design effective lesson plans during EMB/Practicum Placements.

	<b>Excellent Outstanding Expectations (5) OUTSTANDING</b>	<b>Good Meets Expectations (4) Respectable performance  standard</b>	<b>Developing Toward Expectations (3) Average; meets performance standard</b>	<b>Does Not Meet Expectations (0) Below average performance</b>
<b>Clarity</b>	The speaker clearly described the contents of the presentation.	The speaker clearly described the contents of the presentation.	Most parts were clear; however some parts could have profited from more detail or explanation	It was difficult to follow the explanation
<b>Organization</b>	Presentation was well organized; transition points were clearly indicated	Presentation was well organized; transition points were clearly indicated	Presentation was organized but transitions were not well marked	Presentation lacked organization
<b>Synthesis</b>	A concise synthesis of the most important components was presented	A concise synthesis of the most important components was presented	Some components synthesized but presented as separate with little relationship to other components.	Components presented as separate entities.
<b>Conclusions</b>	Final conclusions were made clear to the audience	Final conclusions were made clear to the audience	Final conclusions were presented but more detail would have been helpful	Final conclusions were not presented or presented in a confusing manner
<b>Significance</b>	The significance of the project was addressed in specific terms	The significance of the project was addressed in specific terms	The significance of the project addressed in general terms.	The significance of the project not addressed or addressed in an incomplete manner.

<b>Presenter Presence</b>	The presenter appeared confident, made eye contact, and used expression and enthusiasm	The presenter appeared confident, made eye contact, and used expression and enthusiasm	The presenter seemed uncomfortable at times, occasionally avoided eye contact and seemed to lack enthusiasm or expression	The presenter was considerably uncomfortable in front of the audience.
	The presenter was natural in his/her delivery and did not read from a script	The presenter was natural in his/her delivery and did not read from a script	The presenter was natural for the most part, however, at times s/he read from notes.	The presenter read from a script.
<b>Visual Aspects</b>	The presentation enhanced by visuals (power point, overheads; handouts).	The presentation enhanced by visuals (power point, overheads; handouts).	Visuals were used, however, their relationship to the presentation was not always clear	No visuals were used
	Slides/overheads/handouts focused on important components.	Slides/overheads/handouts focused on important components.	Slides/overheads focused on important components for the most part	The importance of slide/overhead content was not clear.
	Slides/overheads /handouts were visually appealing	Slides/overheads /handouts were visually appealing	Slides/overheads were visually appealing for the most part; however, some were overcrowded or unclear	Slides/overheads were not clear and were visually unappealing
<b>Time</b>	The presentation was within the designated time limit.	The presentation was within the designated time limit.	The presentation fell within the designated time limit but rushed at the end.	The presentation was over the time limit.

**Comments:**

## **Learning Environment, Knowledge & Application – Skills, Dispositions and Attitude**

**Theory into Practice Growing & Learning (50 pts)**

**Learning Objective:** Preservice teachers will read about, discuss, view and present inquiry-based teaching techniques using lessons from teacher resources—as measured by Inquiry-based teaching rubrics.

**Learning Objective:** Preservice teaches work with others to create a positive teaching and learning environment, build and maintain a collaborative environment through an ongoing anchor chart and modeling collaborative lessons—as measured by evaluation of standard 3 & 9.

**Learning Outcomes:****#3: Learning Environment**

The preservice teacher works with others to create environments that support learning that encourages positive social interaction, active engagement in learning & self-motivation.

**#9: Professional Learning and Ethical Practice**

The preservice teacher engages in professional learning communities and continually evaluate and reflect on his/her practice, particularly the effects of choices and actions on others (peers, instructor, learners, etc.)—adapting practice and [dispositions] when necessary.

**DISPOSITIONS RUBRIC**

	<b>Unacceptable (0)</b>	<b>Acceptable (1)</b>	<b>Target (3)</b>
<b>Oral Communication</b>	Poor listening and responding skills	Listens and responds to others most of the time; working towards target	Actively listens & responds to others; consistently participates in class discussions
<b>Reliability and Conscientiousness</b>	Habitually ignores class obligations or misses deadlines for readings and assignments; little participation in group work	Reliable in meeting obligations and deadlines	Thorough and reliable in meeting all classroom and practicum obligations and deadlines; deeply thinks about others and how their actions may affect others

<b>Emotional Maturity and Ability to Collaborate</b>	Aggressive or passive; obsessively dominates or recedes from interpersonal or group activities; impolite, negative, or condescending demeanor toward students, peers, or instructor	Somewhat assertive and effectively balances own needs with the need of others; most often a positive attitude in interactions with students, peers, or instructor	Assertive; effectively balances own needs with the needs of others; demonstrates perceptive understanding when dealing with others; consistent, thoughtful and positive attitude, shows maturity in interactions with students, peers, and instructor. Ability to listen to instruction, take notes, effective leadership skills.
<b>Attitude Toward Responsibility; Reflection and Adaptability</b>	Becomes defensive or difficult time with constructive feedback, rigid, unwilling or unable to adapt	Working on constructive feedback; yet takes responsibility for own actions and decisions. Adjusts most actions based on reflection; willing to learn from experience	Embraces and seeks constructive feedback; confidently take responsibility for own actions and decisions; artfully adjusts actions based on thoughtful reflection; learns quickly from experience and accurately
<b>Professional Commitment</b>	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving his/her effectiveness in the profession	Displays strong commitment to excellence in the profession; self- starter, knows what needs to be done

<b>Cross Walk: Teaching Standards</b>	<b>Danielson's Framework for Teaching</b>
<b>INTASC Standards</b>	<b>DFFT</b>
<b>#1: Learner Development</b> The teacher understands how learners grow & develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs & implements developmentally appropriate and challenging learning experiences.	<b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning
<b>#2: Learning Differences</b> The teacher uses understanding of individual differences, diverse cultures, & communities to ensure inclusive learning environments that enable each learner to meet high standards.	<b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students
<b>#3: Learning Environment</b>	<b>Domain 2: Classroom Environment</b> 2a: Creating environment of respect & rapport

<p>The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, active engagement in learning/self-motivation.</p>	<p><b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible &amp; meaningful for learners to assure mastery of the content.</p>	<p><b>Domain 1: Planning and Preparation</b> 1a. Demonstrate Knowledge of Content &amp; Pedagogy 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#5: Application of Content</b> The teacher understands how to connect concepts &amp; use differing perspectives to engage learners in critical thinking, creativity, &amp; collaborative problem solving to real local/global issues.</p>	<p><b>Domain 3: Instruction</b> 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility &amp; Responsiveness</p>
<p><b>#6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learners' decision-making.</p>	<p><b>Domain 1: Planning and Preparation</b> 1f: Designing student assessments <b>Domain 3: Instruction</b> 3d: Using assessment in instruction</p>
<p><b>#7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, &amp; pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p><b>#8: Instructional Strategies</b> The teacher understands &amp; uses a variety of instructional strategies to encourage learners to develop understanding of content areas and connections, &amp; to build skills to apply knowledge meaningfully.</p>	<p><b>Domain 3: Instruction</b> 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p><b>#9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning &amp; uses evidence to evaluate his/her practice, the effects of his/her choices &amp; actions on others (learners, families, other professionals, community), &amp; adapts practice to meet the needs of learner.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p><b>#10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles &amp; opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, &amp; community members to ensure learner growth, &amp; to advance the profession.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism</p>