

Course Goals, continued

Standard: Dedicated Professional

Indicator: Shows care and concern for children and learning

Assignment: Attend course and practicum sessions.

_____ *Exceptional (100%)* _____ *Proficient (minimum of 90%, excused only)*

Notes: The instructor reserves the right to award a rating of E in spite of a very limited number of prearranged or emergency absences, providing that all other work is of exemplary quality.

Assignment: Document via anecdotal record (in the space below) at least three specific things that a particular child can do.

_____ *Exceptional (three strengths noted using course concepts/vocabulary and maintaining confidentiality, clean writing mechanics/conventions)*

_____ *Proficient (two strengths noted, use of concepts/vocabulary, confidentiality, very few mechanical errors)*

Note: The performance expectations in the area of clean writing mechanics/conventions will increase as the course progresses. Mini-lessons will be provided as needed.

Standard: Knowledgeable Professional

Indicator: Understands how children learn, develop, etc.

Indicator: Understands a variety of strategies and resources

Assignment: Describe via anecdotal record (in the space below) one child, using course concepts and vocabulary in terms of "stages" of both reading and spelling development.

_____ *Exceptional (anecdotal record is positive in tone, complete, includes specific examples for both reading and spelling, clean writing mechanics/conventions; strategies and resources packet is at least 90% accurate)*

_____ *Proficient (positive tone, complete, few mechanical errors; packet is at least 80% accurate)*

Standard: Content Specialist

Indicator: Understands concepts/tools/structures of the disciplines

Assignment: Demonstrate understanding of the cueing systems.

Quiz

Scores: _____

_____ *(dialect)* _____ *(dialect)* _____ *(dialect)*

_____ *Exemplary (attainment of 90% with 100% on dialect/cultural miscues)*

_____ *Satisfactory (attainment of 80% with 100% on dialect/cultural miscues)*

Assignment: Demonstrate understanding of retelling procedure and coaching concepts.

Describe below the procedure to be used in obtaining reading retellings.

Indicate for each of the two sample readings appropriate coaching/action.

(This will be done in class.)

Reader #1

Reader #2

_____ *Exceptional (complete, accurate, specific examples included, clean mechanics)*

_____ *Proficient (nearly complete, accurate, few mechanical errors)*

Standard: Educational Designer

Indicator: Plans and creates effective learning experiences

Indicator: Designs for utilization of strategies and resources

Assignment: Planning a lesson for use in practicum setting

Describe your lesson procedure in the space below, then explain why this lesson is "best practice" in nature. (continue on back if necessary)

What specific course strategies and resources have you included in this lesson?

_____ *Exceptional (procedure clearly fits with identified "best practice," evidence of inclusion of specific strategies and resources as discussed in class, clean writing mechanics)*

_____ *Proficient (with slight adjustment(s) the procedure would fit with "best practice," evidence of inclusion of at least one specific strategy or resource as discussed in class)*

Standard: Educational Facilitator

Indicator: Utilizes effective communication techniques

Assignment: Record examples of your communication with children as specified below.

Describe an occasion when you sought information from a child about his/her reading or writing preferences. Explain what you did to accommodate those.

Provide a specific example of a time when you provided encouragement (as opposed to praise) in connection with a child's literacy learning. Use quotation marks.

Provide a description of an occasion when you handled a discipline or motivation situation by speaking respectfully to a child or children. Enclose your words in quotation marks.

_____ *Exceptional (complete, responses are in keeping with course concepts and specific enough to "paint a picture," clean writing mechanics)*

_____ *Proficient (complete and in keeping with course concepts, very few errors)*

Standard: Educational Evaluator

Indicator: Utilizes a variety of (informal) assessment strategies

*Assignment: Assessment provisions in connection with lesson plan for use in
practicum setting*

Reading Objective _____

Source _____

Assessment of Reading Objective (rubric)

_____4 *Exceptional* (_____)

_____3 *Proficient* (_____)

_____2 *Developing* (_____)

_____1 *Not yet observed*

Writing Objective _____

Source _____

Assessment of Writing Objective (checklist)

X = _____

Additional Content Area Objective _____

Source _____

Assessment of Third Objective (anecdotal record - provide one below)

_____ *Exceptional (complete, all three assessments match specified objectives)*

_____ *Proficient (complete, at least two assessments match objectives)*

Standard: Reflective Professional

Indicator: Actively seeks opportunities to grow

Assignment: Demonstrate engagement in all learning opportunities.

_____ *Exceptional (consistent high performance in the areas of punctual arrival, polite and active listening, thoughtful questions, thorough and thoughtful interaction with reading material)*

_____ *Proficient (somewhat consistent high performance in the areas listed above)*

Please provide a written self assessment of your performance in the categories included in the above rubric.

Standards: All

Indicators: All (previously listed)

Assignment: Final Exam

_____ *Exceptional (minimum of 90%)*

_____ *Proficient (minimum of 80%)*

Grading

Our program is based upon a four point grading/scoring scale.

4 = Exceptional (thorough, thoughtful, professional quality ; clear and convincing evidence of understanding; often exceeds all expectations)

3 = Proficient (meets most expectations/all with help, evidence of understanding)

2 = Developing (meets some expectations, some understanding evident)

1 = Inadequate (meets few expectations, little understanding evident)

In this course, students must attain a rating of Exceptional or Proficient on all tasks in order to successfully complete the requirements for a grade of B or better. Without a grade of B or better, students must repeat the course successfully in order to proceed with the program. Students will earn the same grade for both the course and the practicum unless there is a discrepancy between performances in the two areas. This is a matter of the instructor's discretion.

Providing that all ratings are at least Proficient:

A = 9 of 10 Exceptional ratings

A- = 7 of 10 Exceptional ratings

B+ = 5 of 10 Exceptional ratings

B = 3 of 10 Exceptional ratings

B - = 1 of 10 Exceptional ratings

Note: Two ratings of E- constitute one full rating of E.

Grades ____/____

Tentative Order of Topics

Note: Reading Assignments will be given regularly.

The Nature of Literacy Processes

Cueing Systems

Dialect/Cultural Miscues

Strategies for Dealing with Unknown Words

When to Assist readers

Specific Reading Activities and Coaching

Elements of a Classroom Literacy Program

Shared Reading and Instruction

Oral Reading Considerations

Observing Readers and Writers in Action

Confidentiality

Fostering Ownership

Gathering Evidence of Growth

Building Upon Strengths

Catering to Interests

Respectful Discipline

Encouragement vs. Praise

Teachers with Literary Minds

Choosing Books

Asking Literary Response Questions

Basal Readers and Other Adopted Curriculum "Staples"

Balancing Literacy and Literary Concerns with Other Requirements

Individual and "Special" Needs

Dyslexia

Second Language Learners

More About Writing

Best Practices

Selecting and Working from Objectives

Designing Matching Assessments

Discoveries About Self, Literacy Learners and Literacy Learning

