

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EDPD 502 6R1_: Reading Recovery Lessons in
Literacy Fall 2016 & Spring 2017
Wednesdays
Rosa Parks Elementary School
Reading Recovery Room 117
13466 Princedale Drive, Woodbridge, VA 22193**

ADJUNCT PROFESSOR(S):

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Name: *Katherine Sherman*

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Must be employed by a school with PWCS and consent of the instructor

B. University Catalog Course Description

This course is designed to develop an in-depth understanding of Dr. Marie Clay's theory of literacy processing that informs the teaching of young children with reading difficulties. During clinical sessions participants will observe colleagues working with K-3 students having reading difficulties.

C. Expanded Course Description

Participants will further develop their skills in the systematic observation and analysis of children's literacy behaviors and will develop understanding of the reading and writing process. Other topics include oral language development, procedures for developing phonemic awareness and sound-letter links, analyzing and interpreting running records of oral reading behavior, fostering self-monitoring and self-correcting behaviors, teaching for fluent reading, and building on children's strengths in planning lessons. Participants are required to tutor the lowest-achieving students daily in a one-on-one setting.

LEARNER OUTCOMES or OBJECTIVES:

Course goals and expected student learning outcomes	Sample Assignments / Assessments/ Artifacts	ILA
1. Develop an understanding of the development of cognitive processes involved in early reading and writing acquisition.	Select the children with the lowest literacy achievement for individual lessons following the school calendar.	1.1, 1.2, 1.3
2. Analyze and interpret observations as the basis for diagnosis and teaching decisions within the framework of Reading Recovery Lessons in Literacy and Clay's theory of literacy development.	Collect and analyze daily running records, anecdotal notes, and writing samples to monitor each child's daily academic progress.	3.2, 3.3, 3.4
3. Develop understanding of the Reading Recovery Lessons in Literacy teaching procedures, instructional materials and specific adaptations for individual learners.	Develop individual daily lesson plans and analyze each child's response to intervention instruction. Report updated progress monitoring tools/ charts for each child.	2.1, 2.2, 2.3
4. Learn how to scaffold instruction for diverse learners related to strategic activity that can accelerate an individual child's learning rate and serve to sustain continued learning in the absence of daily Reading Recovery Lessons in Literacy.	Videotape two 30-minute lessons, analyze teaching interactions, and write reflection papers. Receive at least 4 coaching visits from Reading Recovery teachers or teacher leaders.	4.1, 4.3
5. Practice analyzing and discussing teaching decisions with colleagues in order to explore a variety of alternate instructional paths to common student outcomes.	Provide live demonstration lessons for teacher groups; give and receive constructive feedback in collaboration with collegial peers.	5.1, 5.2, 5.3, 5.4

PROFESSIONAL STANDARDS

A. International Literacy Association (ILA) Standards

Standard 1: Candidates have knowledge of the foundations of reading and writing processes and instruction.

- Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
- Demonstrate knowledge of reading research and histories of reading.
- Demonstrate knowledge of language development and reading recognition and the variations related to cultural and linguistic diversity.

Standard 2: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

- Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Standard 3: Candidates use a variety of assessment tools and practices to plan and evaluate effective

- Place students along a developmental continuum and identify students' proficiencies and difficulties.
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.
- Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Standard 4: Creating a Literate Environment

- Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- Model reading and writing enthusiastically as valued lifelong activities.

Standard 5: Candidates view professional development as a career-long effort and responsibility.

- Display positive dispositions related to reading and the teaching of reading.
- Continue to pursue the development of professional knowledge and dispositions.
- Work with colleagues to observe, evaluate, and provide feedback on each other's practices.
- Participate in, initiate, implement, and evaluate professional development programs.

B. Reading Recovery Council of North America (RRCNA) Standards

The adoption of Reading Recovery Lessons in Literacy represents an investment in the development of teacher expertise, and careful selection of appropriate teachers is critical to the effectiveness and success of the intervention. Teaching children who struggle with literacy learning is very challenging, and teachers selected for training must be experienced and effective teachers of young children. They need to be open to new learning and ready to continuously reflect, problem solve, and adjust their teaching to ensure the success for young struggling readers. The teacher also works closely with building administrators, classroom teachers, and the parents of individual students, so teachers selected for training should be knowledgeable professionals who are able to communicate, cooperate, and negotiate effectively with colleagues and parents.

Standards and Guidelines for Selection of Teachers

- Be employed in a school system that has a commitment to implementation.
- Hold teacher certification.
- Show evidence of successful teaching experience.

Standards and Guidelines for Training of Teachers

Teacher training requires participation in a graduate-level Reading Recovery Lessons in Literacy course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with children and fulfills other educational roles as prescribed by the school district.

Course Work and Professional Development

- Participate in assessment training sessions.
- Successfully complete a yearlong course in for which university credit is received.
- Teach a child behind the glass at least three times during the training year.
- Participate in training class discussions in the language of lessons taught behind the glass.
- Receive at least four school visits over the course of the training year.

Teaching Children

- Teach children individually for 30-minute daily sessions in a school setting throughout the school year.
- Demonstrate effective teaching of students.
- Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

Implementing Reading Recovery Lessons in Literacy

- Administer Observation Survey as appropriate throughout the year.
- Communicate with parents, first-grade teachers, and other school personnel throughout the year.
- Submit data to the teacher leader as required.

REQUIRED TEXTS:

Clay, M. (2013). *An observation survey of early literacy achievement (3rd ed.)*, Portsmouth, NH: Heinemann.

Clay, M. (2005a). *Literacy lessons designed for individuals, part one*, Portsmouth, NH: Heinemann.

Clay, M. (2005b). *Literacy lessons designed for individuals, part two*, Portsmouth, NH: Heinemann.

Clay, M., et al (2007b). *Record of oral language: Observing changes in the acquisition of language structures*, Portsmouth, NH: Heinemann.

Morrison, I. (1994a). *Getting it together: Linking reading theory and practice*. Bothell, WA: The Wright Group.

A. Selected Journal Articles

Journal of Reading Recovery
Literacy Teaching and Learning
The Reading Teacher
Reading Research Quarterly

B. Web Sites

Reading Recovery Council of North America www.rrcna.org

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Major topics

- Data Driven Decisions
 - Lesson Planning based on observational data
 - Progress monitoring – Weekly data collection
 - Analyzing Running Records for response patterns
 - Writing individual predictions of progress goals
- Reading Recovery Lessons in Literacy Daily Lesson Framework
 - Reading continuous text, whole stories and information books
 - Learning to write stories and messages
 - Learning to look at print
 - Shaping an individualized series of lessons
 - Roaming around the known / Moving into instruction
 - Building the foundation for a self-extending system
 - Developing effective and generative strategic activities
 - Selecting appropriate texts
 - Fast visual processing
- Learning environment
- Observing young readers and writers
- Oral Language Development
- Reflective and responsive teaching practice
- Participating in Professional Dialogue

B. Suggested method(s) for evaluating student performance

Imbedded within this course are expectations for graduate level students to engage in a high degree of self-reflection, self-evaluation, and professional dialogue. This form of evaluation is part of the constructive learning process and is designed to sustain teachers in their professional roles. An important aspect of this course is ongoing communication with the instructors to request guidance and support as needed to achieve requirements. Satisfactory completion of all assignments is a minimum requirement.

Grading for this course will be based on performance related to specific course requirements that include teaching children, collecting and analyzing assessment data, and participating in professional discussion groups. Performance is considered on a continuum of understanding and practice that will take place across time and will be considered on an individual basis across an academic year. Examples of assignments:

- | | |
|---|-----------------|
| • OS Summaries Beginning-of-Intervention | 230 points each |
| • Summary of Progress and Further Recommendations | 075 points each |
| • Initial Predictions of Progress in August/September | 030 points each |
| • Initial Predictions of Progress October-May | 040 points each |
| • Record of Oral Language | 030 points each |
| • Individual Alpha Book | 050 points each |
| • Individual TM Book | 050 points each |
| • Parent Communication Log | 050 points each |
| • Sharing of a Lesson Record | 050 points each |
| • Gentile Writing Activity | 100 points each |
| • Ways of Solving Words Activity | 110 points each |
| • Strategic/Efficient Processing Ranking Activity | 050 points each |

- Quality Check of Running Records Chart/Summary 060 points each
- Reading Process Flexible Grouping Activity 100 points each
- Expert Teacher Presentation 150 points each
- Coaching 1-on-1 Site Visit Lab w/Documentation 466 points each
- Coaching 1-on-1 Site Visit Lab w/o Documentation 200 points each
- PLC 200 points each
- Student Summaries 050 points each
- Providing Live Lessons for Colleagues “Behind the Glass” 200 points each
- Video Analysis and Reflection Mid-Year 500 points each
- Video Analysis and Reflection Change Over Time Final 400 points each

C. Grading

100-99=A+; 98-93=A; 92-90=A-; 89-88=B+; 87-80=B; 79-70=C; 69-0=F (Rounded to nearest whole)

Late assignments will be deducted 10% of the total points possible for each calendar day. No assignments will be accepted after ten calendar days.

D. Absences

Because this class is meeting the minimum number of 90 clock hours, students are expected to attend and participate in all classes. Instructors will attempt to work one-on-one with students to make up one missed class. If live lessons are missed, options (if available) will be given for makeup. If the student is unable to make up the missed class and/or misses more than one class, percentage points based on 90 clock hours will be deducted from the final grade. For example, the student missed one class from 4:30 to 7:30 and was unable to make up the class. Therefore, the student missed 3/90 of the class. This equals 3.3% of the final grade being deducted. If 3,600/4,000 points (A-) were earned during the class, a total of 132 (3.3% of 4,000 possible) would be deducted. The student would end up with 3,468 points = 86.7% (rounded to 87%) = B.

CLASS CALENDAR

Date	Place	Type	# of clock hours	Time
Wednesday, August 24, 2016	@	Parks	Study	3 4:30 - 7:30
Wednesday, August 31, 2016	@	Parks	Study	3 4:30 - 7:30
Wednesday, September 7, 2016	@	Parks	Study	3 4:30 - 7:30
Wednesday, September 14, 2016	@	Parks	Study/Veteran BtG	3 4:30 - 7:30
Wednesday, September 21, 2016	@	Parks	Study/Veteran BtG	3 4:30 - 7:30
Wednesday, September 28, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, October 05, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, October 12, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, October 19, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, October 26, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, November 2, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, November 9, 2016		Parks	No Class - Election Day	0
Wednesday, November 16, 2016	@	Parks	Study/2 BtG	3 4:30 - 7:30
Wednesday, November 23, 2016		Parks	No Class - Holiday	0

Wednesday, November 30, 2016	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, December 7, 2016	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, December 14, 2016	@	Parks	Make Up Class	0	
Wednesday, December 21, 2016	@		No Class - Holiday	0	
Wednesday, December 28, 2016			No Class - Holiday	0	
Wednesday, January 04, 2017	@	Parks	Study	3	4:30 - 7:30
Wednesday, January 11, 2017			No Class - TL PD	0	
Wednesday, January 18, 2017		Parks	No Class - TL PD	0	
Wednesday, January 25, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, February 1, 2017	@	Parks	Make Up Class	0	
Wednesday, February 8, 2017			No Class - TL PD	0	
Wednesday, February 15, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, February 22, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, March 1, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, March 08, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, March 15, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, March 22, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, March 29, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, April 05, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, April 12, 2017			No Class - Holiday	0	
Wednesday, April 19, 2017	@	Parks	Make Up Class	0	
Wednesday, April 26, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, May 03, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, May 10, 2017	@	Parks	Make Up Class	0	
Wednesday, May 17, 2017	@	Parks	Make Up Class	0	
Wednesday, May 24, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, May 31, 2017	@	Parks	Study/2 BtG	3	4:30 - 7:30
Wednesday, June 07, 2017	@	Parks	Study/2 BtG	2	4:30 - 6:30
TBD	@	Your School	Lab	1	TBD
TBD	@	Your School	Lab	1	TBD
TBD	@	Your School	Lab	1	TBD
TBD	@	Your School	Lab	1	TBD

Total Clock Hours = 90

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

ASSESSMENT RUBRIC(S):

Beginning-of-Intervention OS Summary Sheets Rubric

Teacher: _____

Student: _____

Side 1

Name/Date/DoB/Age/School/Recorder/Directional Movement _____/07

Text Titles/Level/Seen or Unseen/Publisher/Errors&RW /Acc & SC _____/27

Analysis of Errors and SC (MSV Used, Neglected, Added (if appropriate)) _____/30

How the reading sounds (fluency related/stated at bottom of running records) _____/06

Letter ID (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine) _____/06

CAP (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine) _____/06

OWT (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine) _____/06

WV (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine) _____/06

HRSW (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine) _____/06

Side 2

Useful strategic activity on text _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary (MSV)/content is in appropriate section)

Problem strategic activity on text _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary (MSV)/content is in appropriate section)

Useful strategic activity with words _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with words _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Useful strategic activity with letters _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with letters _____/10

(does not simply repeat bottom of side 1/cautious facts – no ‘needs’ assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Summary (req start, pos reading, concern reading, pos writing, concern writing) _____/10

Attachments

All running records w/3 levels of text _____/30

LID, CAP, OWT, WV, HRSW, Slosson _____/30

_____/230

Predictions of Progress (Initial)

End of Intervention (not required in August/September during training yr) _____/10
(Should be 3 to 4 long-term goals; integrate student's strengths with weaknesses)

Next Few Weeks (no teaching) _____/10
(2 short-term goals to carry through RAK)

Extra Work (supports 'next few weeks' during RAK) _____/10

Teacher's Role (actually describes teacher's role during RAK) _____/10

_____/40

Record of Oral Language

(This is optional for any child who begins intervention after September.) _____/30

Lab - Lesson

Teacher: _____

Date: _____

Pre-discussion

Teacher was on time and prepared. _____/10

Teacher demonstrated an understanding of the child's literacy processing. _____/20

- Teacher able to verbally expand on the comments in questionnaire.
- Teacher able to answer TL questions about the child.
- Teacher able to give specific examples.

Teacher was self-reflective. _____/20

- Teacher able to share his/her strengths as an interventionist.
- Teacher able to share his/her goals for self-improvement.
- Teacher able to share personal goals related to the specific child.

Lesson

Teacher was organized with a natural flow to the lesson. _____/20

- All materials were handy and ready to go.
- It appears the teacher has a method to keep the lesson moving.
- Smooth transitions between activities

Teacher followed a typical lesson format or had a valid rationale. _____/20

- Valid rationales must be shared after the lesson.
- The new book must never be moved within the lesson!

Teacher completed entire lesson format within 28-33 minutes. _____/20

- Timer starts when child reads first word of familiar reading.
- Timer stops when child reads last word of new book.

Teacher followed proper procedures at all times. _____/100

- Major violations of procedures equal 20 point deduction
 - E.g. prompting during a running record (verbal or facial)
- Minor violations of procedures equal 10 point deduction
 - E.g. inappropriate prompting

Post-discussion

Teacher identified strengths/successes of the lesson.

_____/20

- Teacher started with the positives.

Teacher identified areas for further improvement.

_____/20

- Teacher is aware of next steps for this child and/or self.

Teacher took written notes and seemed eager to improve.

_____/20

Lab Documentation Rubric

Teacher: _____

Date: _____

Documentation of Lesson Observed

- Pages 1 & 2 _____/76
 - 1 point per blank
 - 10 points per open-ended question

- Page 3 _____/30
 - 10 points per question

- Page 6 _____/80
 - 10 points per first three questions
 - 50 points per fourth question
 - 25 point deduction for each major concern
 - 10 point deduction for each minor concern

- Page 7 _____/60
 - 10 points per question

- Page 8 _____/50
 - 1 point per word

Attachments

- *Running Records*
 - **Conventions** _____/25
 - One point deduction per conventional error up to five points per running record.

 - **Comments on the reading** _____/25
 - Five point deduction per running record if no comments about how the child sounded are recorded.

 - **MSVs** _____/25
 - One point deduction per MSV error up to five points per running record.

 - **Analysis of information used and neglected** _____/50
 - Ten point deduction per running record if record is not properly analyzed to include information used AND information neglected AND information added to SC (if the child did, indeed, SC)

- *Calendar Report*
 - **Complete/Accurate** _____/15
 - One point deduction for each missing element

- *Writing Vocabulary Chart*
 - **Complete/Accurate** _____/15
 - One point deduction for each missing element

- *Daily Running Record Tracking Sheet*
 - **Complete/Accurate** _____/15
 - One point deduction for each missing element

- Total Score** _____/466

Summary of Progress and Further Recommendations

Rubric

Name of Teacher: _____

Name of Student: _____

Name of Student (4), Name of Interventionist (4), Date of Summary (2) _____/10

Reason for Ending Intervention _____/05

Running Record analysis _____/20

*(Does this child read increasingly difficult material always at 90% accuracy or above?
Does he read easy books for pleasure? Does he get opportunities to do this? Can he
learn from his own efforts to problem-solve as he reads? What patterns of progress were
noted during his final five running records during the intervention? -LLDFII, chapter 6)*

Writing process analysis _____/20

*(How independent is the child in composing, using resources to get to new words,
monitoring and editing what he has done? Does he know when he needs help? How
flexible is the child when solving words when writing? -LLDFII, chapter 6)*

Recommendations _____/20

*(How well will this child survive back in his class? Will he continue to learn from his
own efforts? Can he participate in the classroom activities as his teacher would expect
him to? What evidence do you have from the reading he does for you and the writing he
does for you? Are reading and writing equally strong? To predict subsequent success
you need to consider both. -LLDFII, chapter 6)*

Grand Total _____/75

Reading Recovery Lessons in Literacy Expert Teacher Presentation Rubric
 Class #30 Assignment:

- Please read the article provided in class #29
 - Work with your partner(s) to decide how the two/three of you will...
 - “Sell” the article to your peers so that they want to read it too, and
 - Develop an activity to involve your peers that enhances the article.
 - You should plan to facilitate this at least 5 minutes but no more than 10.

Criteria from Assignment	30 Points	20 Points	10 Points	0 Points	Points Earned
TOPIC <i>Develop an activity to involve your peers that enhances the article.</i>	An engaging activity was presented that was well executed	An activity was presented	The activity presented was not well executed	No activity was presented	
<i>Develop an activity to involve your peers that enhances the article.</i>	An engaging activity was presented that greatly involved the participants in the class	An activity was presented that involved the participants in the class	An activity was presented that somewhat involved the participants in the class	The activity presented did not involve the participants in the class	
<i>Develop an activity to involve your peers that enhances the article.</i>	The engaging activity greatly enhanced the topic covered in the article	The activity enhanced the topic covered in the article	The activity somewhat enhanced the topic covered in the article	The activity presented did not enhance the topic covered in the article	
TIME <i>You should plan to facilitate this at least 5 minutes but no more than 10.</i>	Presented within 5-10 minutes	Presented over 10 minutes	Presented under 5 minutes	Did not present	
ENGAGEMENT <i>“Sell” the article to your peers so that they want to read it too</i>	The listeners were very engaged in such a way that they, too want to delve further into the subject	The listeners were engaged in such a way that <u>some</u> wanted to delve further into the subject	The listeners were somewhat engaged and <u>few</u> wanted to further into the subject	Listeners were not engaged or interested in learning more about the subject matter presented	
150 Points Possible				TOTAL	

Comments:

Term Final

Grading

Videotape

T/C are easily seen _____/50
T/C are easily heard _____/50

Reflection Paper

Content _____/200

Length is 2 full or more pages

Concentrates on teacher, not child

Includes past and present

Typed

Double-spaced

1" margins

Times New Roman

12 point font - _____/Deductions

Application _____/100

Follow given format - _____/Deductions

Total _____/400

Note: Your final paper will be four (4) or more pages long. That's one title page, two or more pages of reflection, and one page of "application" to your current or future educational role.