

Augsburg College

EED 320 / 520

K-6 Methods: Reading

Spring WEC, 2009

Saturdays 1:00 – 5:00

April 4th, April 18th, April 25th, May 9th, May 16th, June 6th, June 20th

Location: Please refer to Records and Registration on the Inside Augsburg page (<http://augnet.augsburg.edu>) for the latest information on room assignments for your classes.

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Office Hours: Scheduled appointments welcomed

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Course Description:

EED 320/520 is a curriculum and methods course that focuses on the teaching and learning of reading. It will consist of both theory and practice in which components of a comprehensive reading program are modeled, demonstrated and experienced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students. Fieldwork experience required. (Prerequisite: PPST and admission to Augsburg Teacher Education Program)

Field Experience Requirement:

This course requires a 20 hour field experience in an elementary setting during some literacy instruction time. Students will be expected to secure a setting within the first two weeks of the course (by session #2). It is strongly recommended that the placement be within a school and/ classroom that exemplifies literacy teaching and learning. Evidence of comprehensive literacy practice within the selected classroom (reading aloud, shared reading, guided reading, independent reading and reading workshop) is expected.

Required Texts for Undergraduate and Graduate Students

Routman, R. (2004). *Reading Essentials*. Portsmouth, NH: Heinemann.

Required Text for Graduate Students Only

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Required Materials:

Personal book choice for independent reading for each session.

Applicable Minnesota Standards of Effective Practice (MSEP):

- Standard 1 – Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

- Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.
- Standard 3 – Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard 7 – Planning and Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.
- Standard 8 – Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Course Objectives:

The students will have:

Knowledge of learning and reading theories and be able to:

- a. Reflect upon and analyze one’s own history of learning to read.
- b. Support their philosophy of literacy instruction with theory and research.

Knowledge of language and literacy development and be able to:

- a. Engage emergent or early readers in shared reading using big books or multiple copies of texts.
- b. Teach literacy knowledge or skills appropriate for emergent or early literacy through a balanced literacy approach (modeled, guided, shared and independent reading).
- c. Teach phonemic awareness both explicitly and within authentic contexts.
- d. Select and use a wide range of appropriate materials and practices.
- e. Create and teach lessons that foster development of emergent readers who use a flexible range of strategies.
- f. Expand and affirm students’ first and second languages.

Knowledge of foundational reading practices and be able to:

- g. Engage students in a guided reading lesson.
- h. Explicitly teach comprehension strategies through modeling, shared demonstration, guided and independent practice.
- i. Develop a lesson designed to foster comprehension of a specific text.
- j. Explicitly teach appropriate phonics, decoding, or word analysis skills or strategies.
- k. Engage students in a lesson designed to promote fluency.
- l. Engage students in a vocabulary lesson.

Knowledge of balanced literacy and be able to:

- m. Organize and implement independent reading time.
- n. Use guided reading to scaffold reading development.
- o. Use shared reading to scaffold reading development.
- p. Effectively read aloud (model).

Knowledge about the role of motivation in reading and be able to:

- q. Demonstrate the ability to attend to students' motivation within lessons and activities planned and implemented.

Knowledge of texts and contexts and be able to:

- r. Select and read aloud appropriate literature from many genres and cultures across the curriculum.
- s. Engage students in practices that foster independent reading.
- t. Select texts for specific purposes and students.

Knowledge of a literate environment and be able to:

- u. Describe a literacy-rich classroom environment.
- v. Organize and manage effective reading instruction.

Knowledge of reading assessment and evaluation and be able to:

- w. Select, administer and analyze a variety of formal and informal reading assessments.
- x. Use data from reading assessment to plan instruction.
- y. Prepare reports related to student progress.

Assignments:

Students must read the assigned chapters in the texts before coming to class. Students are responsible for materials covered in class presentations, class discussions, videotapes, overheads, and additional readings. Always carefully read the individual assignment requirements as listed on the following pages.

Assignment	Due	Pt. Value	MSEP	Course Objective
Class Participation/ Attendance	Each Session	140	5M	All
Responses to Assigned Readings <i>***Use Augsburg College Moodle Discussion Forum</i>	Session 1 (April 4) Session 2 (April 18) Session 3 (April 25) Session 4 (May 9)	40		All
Personal Literacy Timeline/ Reflection	Session 1 (April 4) Session 3 (April 25)- <i>Reflection</i>	10	5M	1. a., b.
Shared Reading Plan/ Demonstration <i>***To be completed in a primary classroom (K-2)</i>	Session 5 (May 16)	20	2D, 2F, 4C, 4F, 7F, 7G	2. a., b., c., d., e., f. 3. b., d., e., f. 4. c. 5. a. 6. b., c.

Intermediate Reading Workshop Lesson <i>***To be completed in an intermediate classroom (3-5)</i>	Session 6 (June 6)	35	4C, 4F, 4I, 7A, 7D, 7G, 7G	3.b., c., e., f. 4. b. 6. c.
Field Experience Learning Log <i>***Use Moodle</i>	Inter-session (May 2) Session 5 (May 16) Inter-session (May 23) Session 6 (June 6)	40		
Reading Assessment <i>***To be completed within field experience setting</i>	Session 4 (May 9)	20	2D, 2F, 3C, 3K, 3M, 7C, 7D, 7E, 8E, 8F, 8G, 8H,	7. a., b., c.
Final Exam	Session 7 (June 20)	30		
		Total 335		

Graduate Assignments:

As you know, this course is considered a “slash” course. This means that several students enrolled within the course are taking it for credit within their Augsburg College Masters in Education program. In keeping with the theme of “leadership” that is a thread throughout the masters program, graduate students will be expected to play a significant role in developing their leadership skills as it relates to the teaching of reading. One additional assignment will be completed by all graduate students and is summarized here:

- 1) Comprehension Strategy Assignment: This assignment will allow the graduate students to become resident “experts” in the six major comprehension strategies as listed by Harvey and Goudvis (2000). The Harvey and Goudvis text will be used as an anchor for this assignment. Graduate students will read, interpret, and then present, their understandings of this text to the rest of the class. This detailed and comprehensive presentation will occur during **Session 4: May 9th**. Graduate students will negotiate with the instructor the details of the assignment including establishing purpose, requirements, and evaluation.

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Assignment Details

Assignment Title:	Class Participation/Attendance
Due:	Each session
Grade Value:	140 pts.

Minnesota Standards of Effective Practices Assigned:

Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.

Purpose: Learning is an active process that requires dialogue, critical reflection, and peer interaction in order to help us deconstruct our previous knowledge in order to construct new knowledge. Because of this, class participation is vital in order to benefit fully from this course.

Requirements: Students will be expected to:

- 1) *attend all class meetings*,
- 2) regularly make helpful, relevant contributions to discussion based on course content, assigned readings and one's lived experience,
- 3) encourage others to contribute by inviting their comments,
- 4) be willing to challenge other participants to think about the discussion topics in a new way, and
- 5) actively participate in small group discussion.

Evaluation: Teacher observation using anecdotal record keeping will be used to evaluate student level of achievement based on assignment expectations.

Assignment Title:	Responses to Assigned Readings
Due:	Session 1 (April 4), Session 2 (April 18), Session 3 (April 25), Session 4 (May 9)
Grade Value:	40 pts. (each response is worth 10 points)

Purpose: Written responses to readings allow students to represent their understanding and interpretations of assigned readings. The responses should reflect seriousness of purpose and depth of thought related to course content, assigned readings, and one's experiences.

Requirements:

1. Students will be introduced to a variety of methods and strategies for responding to expository texts. All of these same strategies could be applied within a K-6 setting. Methods used in this course will include:
 - Double Entry Journals
 - What, So What, Now What
 - 3,2,1's
 - Graphic Organizers

2. Students will be expected to use the strategy to respond to the readings.
3. Students will use the Augsburg College Moodle Forum to post their responses to the assigned readings.
4. Students will be expected to read all posts and respond to at *minimum of three* other posts
5. All reading responses and responses to peers must be posted by the following dates:

Session 1 (April 4)

Read: Routman, Ch. 1, 2 & 3

Respond: Use Double Entry Journal

Session 2 (April 18)

Read: Routman, Ch. 4, 5 & 6

Respond: Use What, So What, Now What

Session 3 (April 25)

Read: Routman, Ch. 8, 9 & 10

Respond: Use 3, 2, 1's

Session 4 (May 9)

Read: Routman, Ch. 7, 11 & 12

Respond: Use graphic organizers

Evaluation: Responses to assigned readings AND responses to peer postings will be reviewed by the instructor. A rubric will be used to evaluate each reading response.

Assignment Title:	Personal Literacy Timeline
Due:	Session 1 (April 4)
Grade Value:	10 pts.

Minnesota Standards of Effective Practices Assigned:

Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.

Purpose: Personal literacy timelines will be used as a tool to reflect upon and analyze one's own history of learning to read. Doing this will help lay a foundation for learning about various learning and reading theories. The timelines will also be a community building tool. We will share our very personal stories as a way to recognize the kind of diversity of learners we surely have in our own classrooms.

Requirements: You will be expected to:

1. Create a visual that shows your personal literacy time-line from birth until today's date. Represent the time-line in a way that is creative and unique to you. Using a technology format such as Power Point or imovie is welcome, but not required. The time-line should highlight specific literacy events (positive and/or negative) that have occurred in your lifetime thus far. Include a minimum of ten events. Literacy events include anything related to reading, writing, listening, speaking and viewing. It may include, but is not limited to, such things as:
 - recollections of first books
 - memories or samples of writings

- favorite poems
 - reading group memories
 - a favorite reading / writing teacher
 - ways in which your family supported (or not) your reading / writing development
2. Be prepared to present your time-line to your peers in a brief ten minute presentation.
 3. Complete a reflection form about the experience. Use the Augsburg College Moodle Discussion Forum to post your reflection (Due Session Three: April 25)

Evaluation: Teacher evaluation will be used to determine student's level of achievement based on assignment expectations.

Assignment Title:	Shared Reading Plan / Demonstration *** <i>To be completed in a primary classroom (K-2)</i>
Due:	Session 5 (May 16)
Grade Value:	20 pts.

Minnesota Standards of Effective Practices Met:

Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning, and;
- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks.

Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The teacher must:

- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies, and;
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard 7 – Planning in Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals. A teacher must:

- F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress, and;
- G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.

Purpose: Because shared reading is a vital component to any comprehensive literacy program, it is important that teachers experience selecting, planning and implementing such a lesson. This assignment will provide this opportunity.

Requirements: Students will be expected to:

1. Choose a text that is appropriate for a shared reading with an audience of early and/or emergent readers (Kindergarten, 1st or 2nd grade). The text may take the form of a song, big book, poem, chant, segment of a text etc.
***Note that numerous big books are available in the Lindell Library and can be checked-out for this assignment.
2. Prepare a detailed lesson plan that focuses on how you would introduce this text. In other words, you will assume the students have not seen this text before. The lesson, then, will focus on assessing and building upon background knowledge in order to engage in the text. The lesson plan must be guided by the Augsburg Education Department model lesson plan provided. Required components include purpose, objective, assessment, instructional strategies and reflection.
3. Provide in as much detail as necessary, at least three learning opportunities / extensions that could come from this text after it becomes familiar with students. Think about the gradual release of responsibility model as you plan your extensions.
4. Present the shared reading to a group of children (whole class or small group). This experience can be counted towards your 20 hours of field experience for this course. Plan for approximately 15 – 20 minutes to complete the lesson.
 - a. Students will be expected to make all arrangements with the classroom teacher prior to teaching the lesson.
 - b. All materials should be available and prepared prior to the teaching of the experience.
 - c. It is strongly recommended that you invite the classroom teacher to observe you teaching and provide written feedback.
5. Write a brief (no more than one page) reflection on how the selection, planning and implementation of the shared reading went for you. Please note what went well and what you would do differently next time.
6. On May 16, you must hand in:
 - a. Detailed lesson plan
 - b. Artifacts / anecdotes as evidence of the teaching (feedback from observing teacher, digital photo, materials created, video etc.)
 - c. Reflection from the experience

Evaluation:

A scoring rubric based on assignment requirements will be used to determine student's level of achievement.

****Note: This assignment can be looked at as a stand alone Shared Reading lesson or a Shared Reading lesson that is part of a bigger Reading Workshop.****

Assignment Title:	Intermediate Reading Workshop Lesson *** <i>To be completed in an intermediate classroom (3-5)</i>
Due Date:	Session 6 (June 6)
Grade Value:	35 pts.

Minnesota Standards of Effective Practices Assigned:

Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The teacher must:

- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs;
- I. monitor and adjust strategies in response to learner feedback;

Standard 7 – Planning in Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals. A teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.

Purpose: Comprehension plays a vital role within the teaching of reading. In fact, in this course, you will come to understand that reading IS comprehension. Many of us have memories of having our comprehension assessed. But rarely were we ever *taught* how to comprehend. There are many strategies that readers can employ before, during and after reading that will enhance their comprehension. This assignment will allow you to:

- Demonstrate your knowledge of the factors (e.g., reader, text, task, purpose, and social and instructional contexts) influencing comprehension.
- Use this knowledge when selecting an appropriate comprehension strategy for a series of lessons.
- Design in-depth, scaffolded instruction (gradual release of responsibility: modeled, shared demonstration, guided practice, independent practice) of the selected strategy. Use the Reader’s Workshop model of: connection, teaching point, modeling, active engagement, link, independent reading, mid-workshop teaching point, after the workshop share.
- Assess students’ understanding and use of the selected strategy.
- Predict upcoming opportunities to make connections and reinforce the strategy in other texts, content areas, etc.
- Demonstrate knowledge and understanding of the six main comprehension strategies including: making connections, questioning, visualizing, inferring, determining importance and synthesizing.

Requirements: Students will be expected to:

1. Study and become knowledgeable and competent in one of the six comprehension strategies.
2. Select a group of intermediate students (grade 3- 5) and teach a lesson on this comprehension strategy using the Reader's Workshop format.
3. Develop a lesson that you will use to teach the comprehension strategy to your identified group of students. The lesson should follow the Reader's Workshop format. The lesson will include:
 - a. introduction of the strategy-(connection)
 - b. explicit teaching of the strategy using the Augsburg lesson plan format-teaching point
 - c. modeled and shared practice in using the strategy-(active engagement, link)
 - d. guided and independent practice in using the strategy-(independent reading, mid-workshop teaching point, after the workshop share)
 - e. assessment of student learning and understanding
4. Write a brief (no more than one page) reflection on how the selection, planning and implementation of the comprehension strategy lesson went for you. Please note what went well and what you would do differently next time.
5. On June 6, you must hand in:
 - a. Detailed lesson plan #1 (Part I). Include artifacts / anecdotes as evidence of the teaching (feedback from observing teacher, digital photo, materials created, video etc.)
 - b. Explanation of assessment and further reinforcement (Part II)
 - c. Reflection on the experience (Part III)

****Do not forget to use your graduate students as a professional resource for this assignment.*

Part I : Lesson Plan #1: ****To be completed in an intermediate classroom (3/4/5)*

Students will be expected to:

1. Create a lesson plan to teach the comprehension strategy. This lesson plan should follow the structures of the Augsburg College Education Department model lesson plan provided. Required components include: purpose, objective, assessment, instructional strategies and reflection. The focus of this lesson will be on formally introducing the strategy and use the process of gradual release of responsibility:
 - a. modeling: I do, you watch and,
 - b. shared demonstration: I do, you help
 - c. guided practice: You do, I help
 - d. independent practice: You do, I watchYou will be using the Reader's Workshop model for this lesson. Therefore your lesson should include:
 - a. connection: grab the students' attention for the lesson by providing a connection to previous learning
 - b. teaching point: the teacher states explicitly and repeatedly exactly what she is teaching in this lesson
 - c. model: teacher models using a read aloud or shared reading piece (I do, you help) and provides time for shared demonstration (I do, you help)
 - d. active engagement: all students try out or discuss what they are to do (You do, I help)
 - d. link: explain what you want students to do during independent work time

- e. independent reading: students read from their own texts while teacher conferences with students and/or holds guided reading groups
 - f. mid-workshop teaching point: teacher briefly provides feedback to the whole group based on observations
 - g. after the workshop share: students discuss with the teacher and peers where they applied the strategy learned in their individual texts, teacher may share observations along with provide reinforcement of mini-lesson, a mini-lesson add on, preview of a follow up lesson or a problem solving opportunity
2. Present the comprehension strategy lesson to a group of children (whole class or small group). This experience can be counted towards your 20 hours of field experience for this course. Plan for approximately 35-40 minutes to complete the lesson.
- a. Students will be expected to make all arrangements with the classroom teacher prior to teaching the lesson.
 - b. All materials should be available and prepared prior to the teaching experience.
 - c. It is recommended that you invite the classroom teacher to observe you teaching and provide written feedback.

Part II: Assessment

Students will be expected to:

- 1. Briefly explain how you assessed students’ understanding and the results of your assessment.
- 2. What reinforcement would you provide/suggest for students who haven’t quite grasped the strategy? Provide your suggestions for students who have mastered or shown partial mastery of this strategy (what is the next step?).

Part III: Reflection

Students will be expected to:

- 1. Write a one page, double-spaced paper that serves as a reflection of how the planning and teaching of the strategy lessons went and any modifications you would make when teaching these lessons in the future.

Evaluation: A scoring rubric will be used to assess the assignment.

Assignment Title:	Field Experience Assignments
Due Date:	See dates below
Grade Value:	40 pts.

Minnesota Standards of Effective Practices Met:

Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.

The teacher must:

- D. use a student’s strengths as a basis for growth, and a student’s errors as opportunities for learning;
- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning task;
- I. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction and eliciting oral, written, and other samples of student thinking.

Standard 3 - Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The teacher must:

- C. know about the process of second language acquisition and about strategies to support the learning of student's whose first language is not English;
- K. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- L. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.

Standard 7 – Planning in Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.

A teacher must:

- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. plan instructional programs that accommodate individual student learning styles and performance modes.

Standard 8 - Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

A teacher must:

- B. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- C. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- D. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- E. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.

Part I: Reading Assessment

Due: Session 4 (May 9)

Grade Value: 20 Points

Requirements: Students will be expected to:

1. Work one-on-one with two different students to determine the students' reading instructional levels by using a variety of reading assessment tools. With each student you will need to complete **a running record and one of the following reading assessments:**
 - reading survey
 - Burke Reading Inventory
 - informal reading conference
2. Write a summary narrative report based on the data you've collected. Remember to triangulate between and amongst all the data collected. This comprehensive report should include:
 - a summary of what you observed (what *can* this child do), and
 - recommendations for instruction you would offer this child based on the data you've collected.

3. Hand in all documents along with the narrative report. Each report should be no more than two pages in length and be complete, clear and free of errors.

Evaluation: Teacher evaluation will be used to determine student level of achievement based on assignment expectations.

Part II Field Experience Learning Log

Due: Inter-session (May 2)
Session 5 (May 16)
Inter-session (May 23)
Session 6 (June 6)

Grade Value: 10 points each

Requirements: Students will be expected to:

1. Respond to prompts on the Augsburg College Moodle Forum. Responses should reflect linkage between what was learned in the college classroom and what is being observed within the field experience classroom.
2. Respond to a minimum of three of your peers' responses each week.

Evaluation: Teacher evaluation will be used to determine student level of achievement based on assignment expectations. Signs that the students are critically reflecting will be noted.

Policies

- Attendance: **Attendance is required.** Only emergency absences that are pre-approved by the instructor will be excused. The state of Minnesota licensing rules regarding teacher certification requires students to develop professional level knowledge, skills, and attitudes. For this reason, and the fact that most classes cannot be made-up, it is strongly recommended you attend all class meetings. Class attendance also qualifies you for class participation points, so it has a direct bearing on your grade for this course. If you miss a class the participation points for that class will be lost. Students should call and leave a message on my voice mail in the event of an emergency with a number where they can be reached in such cases. If you must miss a class period, **you** must develop an alternative that covers the subject matter of that particular class and submit it no more than two weeks after the day you missed.
- Late Work: ***For each day an assignment is late, points will be reduced by 10%. Work that is over one week late will not be accepted.***
- Honesty Policy: The Augsburg College policy on academic honesty applies to this course.
- Student Rights and Responsibilities: Students with diagnosed learning disabilities or physical handicaps have legal right to course modifications. Please identify yourself so that I may assist you with your learning. All students are encouraged to use the College Counseling and Student Development staff services as needed as well as the Writing Lab.

Technology Expectations

- Read and answer e-mail regularly and in a timely fashion using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resource (e.g. Blackboard).
- Access and use online file space (e.g. AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through spell check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Augsburg College Education Department Standard Lesson Plan Format Template

***This template should be used as a guide for lesson planning. Each component is critical to an effective lesson and should be specifically addressed. Additional components may be added to meet the specified needs of a classroom setting. For more information, please see the accompanying form: Standard Lesson Plan: Criteria for Consideration

Name:

Topic/Title:

Target Grade/Age Group

I. Purpose:

Why is this lesson being taught?

II. Objective:

What will the learner be able to do as a result of this lesson?

III. Assessment:

What will be done to determine if the learner has met the stated objective?

IV. Instructional Strategies:

How will this lesson be taught?

V. Reflection:

How do you feel the lesson went?

Augsburg College Education Department
Standard Lesson Plan: Criteria for Consideration

***This form is a guide for completing the accompanying lesson plan template. Each lesson plan component is followed by criteria to be considered when planning an effective lesson and should be carefully addressed. Additional components may be added to fit the needs of various lessons.

Name:

Topic/Title:

Target Grade/Age Group

I. Purpose:

Why is this lesson being taught?

- Consider:
- Rationale: standards, district and/or site curriculum, student interest
 - Context: culture of the community, school and classroom

II. Objective:

What will the learner be able to do as a result of this lesson?

- Consider:
- Higher level thinking
 - Clarity: a brief and concise statement(s)

III. Assessment:

What will be used to determine if the learner has met the stated objective?

- Consider:
- Tools: checklist, rubric, self assessment, pre-post test, etc
 - Criteria for assessing the process and/or product

IV. Instructional Strategies:

How will this lesson be taught?

- Consider:
- Materials (listing, management, and usage of)
 - Resources: facilities, technology, human (plans for volunteers, support staff etc.)
 - Grouping: whole group, small group, partner, individual, interest, ability, relationships etc.
 - Differentiated instruction: developmental levels, learning styles, prior experience, special needs etc.
 - Motivation/Engagement Strategies (setting and maintaining the scene)
 - Specific procedures (step-by-step actions)
 - Scaffolding: gradual release of responsibility (modeling, shared demonstration, guided practice, independent practice)

V. Reflection:

How do you feel the lesson went?

- Consider:
- Your own involvement and reactions
 - The students involvement and reactions
 - Modifications made and why
 - Modifications you would make when teaching this lesson again