

**ED PS 5315/6315 - 002**  
**Reading Methods I: K-6 Foundation Skills, Phonics, Word Study, and Fluency**  
**Fall 2015**

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Reading Specialist Level 2

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**Office hours:** By appointment only, after class or in the evenings

**Class Held:** Mondays, 4:35 p.m. -7:05 p.m.  
SAEC 2151

**Course Description:**

The purpose of this course is to assist pre-service teachers in learning about early reading development and practices. Pre-service teachers will learn how K-6 children become readers and how they develop and grow as readers. They will learn the developmental process of reading and how culture and diversity affect that process. Specifically, they will learn how teachers can facilitate the developmental process and enhance and enrich students' opportunities to learn how to read. The major areas that will be covered in this early reading course are oral language, phonemic awareness, phonics, spelling, fluency, vocabulary, and comprehension. Pre-service teachers will learn how to assess, teach, and monitor growth in each of these areas. In addition, pre-service teachers will learn how to accommodate a variety of learners through the use of differentiated instruction.

**Course Goals and Objectives:**

By the end of this course each student is expected to:

1. Understand the principles of beginning reading within a comprehensive literacy program in the elementary grades.
2. Know the relationship between assessment, curriculum, and instructional methods as demonstrated in lesson planning, teaching, and reflection.
3. Have the ability to make instructional decisions based on assessment of students' needs and background knowledge.

**Teacher Preparation Framework:**

As you move through the licensure program at the University of Utah, you will develop an increasingly sophisticated understanding of the profession and your potential contributions to it. One theme to be revisited throughout your courses is the role of research in informing teaching practices. Coming to understand how you might fit into the profession will require that you reflect upon your educational experiences and your underlying assumptions about what it means to teach; this becomes the second theme. A third theme is responding : developing a vision or philosophy about effectively teaching students from a wide range of ethnic and language backgrounds, and building a teaching repertoire that is likely to build upon and extend what each student brings to the situation. The fourth theme is relationships, which not only includes the interpersonal, but also extends to the relationship between school and community, the present and the future, and the local with the global.

## **International Reading Association Standards for Reading Professionals**

### **IRA Standard 1: Foundational Knowledge**

- 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading processes and instruction.
- 1.2 Demonstrate knowledge of reading research and histories of reading.
- 1.3 Demonstrate knowledge of language development and reading acquisition and the variation related to cultural and linguistic diversity.
- 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

### **IRA Standard 2: Instruction Strategies and Curriculum Materials**

- 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing different purposes.
- 2.2 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.
- 2.3 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.

### **IRA Standard 3: Assessment, Diagnosis, and Evaluation**

- 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- 3.2 Place Students along a developmental continuum and identify students' proficiencies and difficulties.
- 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different development states and those from differing cultural and linguistic backgrounds.
- 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

### **IRA Standard 4: Creating a Literate Environment**

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Model reading writing enthusiastically as valued lifelong activities.
- 4.4 Motivate learners to be lifelong readers.

### **IRA Standard 5: Professional Development**

- 5.1 Display positive dispositions related to reading and the teaching of reading.
- 5.2 Continue to pursue the development of professional knowledge and dispositions.
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

5.4 Participate in, initiate, implement, and evaluate professional development.

### **Policies and Procedures**

#### **Grading and Assignments:**

Due dates are given for all assignments. Assignments are due at the beginning of class on the assigned due date. Each student must turn in an electronic copy via email. Send it as a Word attachment, or cut and paste it in the body of an email. Papers and assignments that are not turned in by the due date will result in a loss of 5 points per day beginning with the date they are due until the assignment is handed in.

#### **Cell Phones, Computers and Talking:**

During class, please turn off cell phones and pagers. Please refrain from texting during class and talking to others when the instructor or other students are talking. Please avoid bringing computers to class. If computers are with you during class time, they must remain off, unless you clear your needs with me.

#### **Accommodations and ADA:**

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

#### **Academic Honesty:**

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in **ALL** your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI).

#### **Participation and Professional Conduct:**

It is important in this course that you participate by sharing your thoughts and reactions to readings, guest speakers, lectures, whole class and small group discussions. The input of each student is valued and valuable. You are expected to arrive at the beginning of each class time and attend the full class period. You are also responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, please notify me as soon as possible via email. You will need to get the notes, handouts, etc. from a friend. As the instructor, I will try to foster an environment that is free from criticisms and is respectful toward the thoughts of all people. During class, please turn off cell phones and pagers (or place on vibrate) and refrain from talking when with the instructor or other students are talking. **All students are expected to conduct themselves in accordance with the *College of Education Policies and Procedures Governing Academic Performance and Professional Conduct* as well as the *University of Utah Code of Student Rights and Responsibilities* (available at [www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html)).**

### **Civility Statement:**

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. All students are expected to conduct themselves in accordance with the College of Educations Policies and Procedures Governing Academic Performance and Professional Conduct as well as the University of Utah Code of Student Rights and Responsibilities (available at [www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html)).

### **University Guidelines:**

**Last day to add classes:** Sunday, August 30, 2015

**Last day to drop (delete) classes:** Friday, September 4, 2015. Students can drop the class by phone or web through Friday, September 4, 2015 and the class will not appear on their transcripts.

**Last day to withdraw from classes:** Friday, October 23, 2015. Students can withdraw from the class by phone or web, through Friday, October 23, 2015. A "W" will appear on their transcript for the course.

### **Course Materials**

1. Reutzel, D.R., & Cooter Jr., R.B. (2012). *Teaching children to Read: The Teacher Makes the Difference, Sixth Edition*. Upper Saddle River, NJ: Prentice-Hall, Inc.  
ISBN-13: 978-0-13-256606-3

2. Armburster, B.B., Lehr, F., & Osborn, J. (2001). *Put reading first: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Department of Education. Available at: [lincs.ed.gov](http://lincs.ed.gov)

~That will bring you to the [Literacy Information and Communication System](#)

~There are 4 blue tabs on the top of the page, hover over the one that says [Professional Development](#)

~Drop down to the [Publications](#) option - click on it

~Scroll down and find [Publications for Educators](#)

~Scroll down to 2001. Under 2001 is: [Put Reading First: The Research Building Blocks for Teaching Children to Read](#) in PDF format

~Download and print

### **3. Articles**

Articles are assigned for each class. You will be asked to download these articles from e-reserve at the Marriott Library. If not available electronically, the articles will be given to you in class.

***Note: Readings must be completed before class each week. Please be prepared! You will be responsible for readings on all exams.***

### **Course Requirements**

#### **1. Preparation/Participation (100 points):**

For each class meeting you have assigned book chapters and/or articles to read. You are expected to have completed the readings before coming to class and be ready to contribute to whole-class and small-group discussions and activities. Please remember that everyone has good ideas and that each individual's response to the readings helps to enrich the group's understanding and discussions.

If an absence is completely unavoidable, please e-mail me to let me know that you will be missing class and the reason for your absence. Please keep in mind that participation points are based upon random, in-class assignments / activities / quizzes which will be scattered throughout the semester. In order to earn the points, you **MUST** be present. If you are absent during one of these random assignments / activities / quizzes, points are not awarded and cannot be made up.

## **2. Presentation (20 points):**

Review is an essential component of the teaching and learning process. Therefore, in order to ensure that you master the material that is covered in class we will begin each class with a review of the material covered in class the previous week. The class will be divided into five groups. You will be assigned a week (see below) during which you will be required to conduct a 15 minute presentation and lead a brief discussion for one of the five groups. The key points of the topic must be presented. You may choose the format presentation. You may (but are not required to) use one of the two projectors in the classroom. **Presentations should be no longer than 15 minutes.** At the end of the presentation you will be required to hand in a summary of the key points, a list of five discussion questions related to your topic, and a description of any activities used with your presentation.

## **3. Text Reflection Journal. (60 points):** (5 points per night that journals are turned in)

Throughout the semester you will keep a text reflection journal. You will turn in the journal each night we meet during the semester via email. I prefer to have you turn them in electronically. Reflect on **each** reading assigned for that night.

Your Text Reflection Journal is a place to reflect on the assigned chapters in *Teaching children to Read: The Teacher Makes the Difference - 6<sup>th</sup> Edition*, *Put Reading First: The Research Building Blocks for Teaching Children to Read*, and the *assigned Articles* that you read. Use this journal to record important ideas and insights, to make connections, to think critically about the implications of what you're reading, and to record potential questions for class discussion. You should also synthesize and highlight what you feel are the most important concepts in each chapter or article. All these reflections will help you extend your understanding of the topics covered in this class. An active and constructive process like keeping a journal is one of the best ways to learn. Each Text Reflection should be 1-2 pages long for **each** reading, and must cover **each** reading assignment.

You will be evaluated on (1) the thoughtfulness of your reflections, including interesting ideas, speculations, and questions, (2) the clarity of your ideas, and (3) if you reflected on each reading for the night.

Formatting should look like this:

**Title of the Reutzel Chapter / E-Reserve article / Put Reading First Chapter** followed by:  
Your reflection.

Repeat the above format for **each** assigned reading **each** week.

## **4. Midterm Exam (100 points):**

A midterm exam will be given on **October 26<sup>th</sup>**. The exam will be used to assess your knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Questions related to any additional topics covered prior to the midterm exam may also appear on the exam. You **MUST** take the exam on the assigned date, unless PREVIOUS arrangements have been made with the instructor. There will be NO MAKE-UP exams for anyone who misses an exam without prior arrangements. *(If you do need to make up an exam, due to an emergency, you will be taking the exam at the University Testing Center, 801-581-8733. The cost is \$5 and arrangements must be made with the instructor.)*

**5. Case Study (TWO parts: Assessment & Reflection at 20 points each = 40 points):**

Highly effective reading teachers use a variety of assessments to determine the literacy needs of their students. They then make instructional decisions based on the results of these assessments. Using one of the many informal assessments that you administer in the accompanying field practicum, ED PS 5316, please (1) explain the assessment in great detail, (2) tell me what knowledge / mastery you are testing for, which component of reading it is, and if this component of reading is important, and (3) why this is a good measure of the skill you are assessing. You will then be asked to (4) analyze the assessment results. You will hand in the assessment that you administer along with a written summarization of the results (20 points). In addition, you will be required to write a reflection of one of the lessons that you conduct in the practicum (20 points). Guidelines for the Case Study are included at the end of this syllabus. **Due: December 7<sup>th</sup>**

\*An Alternative Case Study will be available for those NOT taking 5316 this semester. However, I highly recommend that you take the two courses simultaneously.

**Course requirements:**

1. Participation and Professional Conduct	100 points
2. Presentation	20 points
3. Text Reflection Journals	60 points
4. Midterm Exam	100 points
5. Case Study	40 points
<b>TOTAL: 320 points</b>	

**Course Assignment Schedule:**

<u>Assignment</u>	<u>Due Date</u>
Presentations	Sept. 21, Sept. 28, Oct. 5, Oct. 19, Nov. 2
Midterm Exam	October 26
Case Study	December 7

**Grading Scale:**

A = 95-100%	C+ = 77-79%	D- = 60-62%
A- = 90-94%	C = 73-76%	E = 59% or below
B+ = 87-89%	C- = 70-72%	
B = 83-86%	D+ = 67-69%	
B- = 80-82%	D = 63-66%	

\*It is the Teaching and Learning Department policy that no teacher candidate shall earn less than a B- in this course. If a B- or lower is earned, the said student is automatically dropped from the education program.

**Caveat:** This course is the research behind the components of reading, why these key components are important, and the research behind the most effective methodology. 5315/6315 are HOW we should teach reading. The accompanying field practicum is how you implement these practices one-on-one which is important to know and understand but not entirely applicable to teaching a full class

of 25 children. Teaching one child is completely different than teaching a whole class how to read. Please keep that in mind.

### Tentative Schedule\*

<b>Date</b>	<b>Topic(s)</b>	<b>Assignments</b>
Week 1 <i>Aug. 24</i>	Introduction to the class Syllabus (assignments, grading, and responsibilities)	*Handout—What Reading Does for the Mind (due to be read for August 31) *Handout - Reading Rope
Week 2 <i>Aug. 31</i>	Effective Reading Instruction What is Reading? Effective Reading Teachers Emergent Literacy: Oral Language & Concepts of Print  <i>Group for Presentations Guidelines for Presentations</i>	<b>Readings:</b> Stanovich: What Reading Does for the Mind (handed out on 8/24); Reutzel Chapter 1; Reutzel Chapter 2  <b>Assignment Due: Text Reflection Journal</b>
Week 3 <i>Sept. 7</i>	<b>No Class!!! Labor Day!!!</b>	
Week 4 <i>Sept. 14</i>	Phonemic Awareness (PA)  Questions on Presentations	<b>Readings:</b> Reutzel Chapter 3; Torgesen: Catch Them Before They Fall (e-reserve); Yopp & Yopp (2000) (e-reserve); Put Reading First-Phonemic Awareness (download our online text for this) <b>Assignment Due: Text Reflection Journal</b>
Week 5 <i>Sept. 21</i>	*Presentation on PA  Phonics & Word Recognition	<b>Readings:</b> Reutzel Chapter 4; Put Reading First-Phonics (online text); Brown (2003) (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 6 <i>Sept. 28</i>	*Presentation on Phonics  Fluency/DIBELS	<b>Readings:</b> Reutzel Chapter 5; Put Reading First-Fluency (online text); Pikulski & Charrrd (2005) (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 7 <i>Oct. 5</i>	*Presentation on Fluency  Vocabulary	<b>Readings:</b> Reutzel Chapter 6; Put Reading First-Vocabulary (online text); Beck,McKeown, & Kucan (2002) (e-reserve); Beck, McKeown, & Kucan (2008) (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 8 <i>Oct. 12</i>	<b>No Class! Fall Break!!!</b>	

<b>Date</b>	<b>Topic(s)</b>	<b>Assignments</b>
Week 9 <i>Oct. 19</i>	*Presentation on Vocabulary  Comprehension *Hand out Midterm Review Sheet and go through it.	<b>Readings:</b> Reutzel Chapter 7; Put Reading First-Comprehension (online text); Duke & Pearson (2002) (e-reserve); Pardo, (2004) (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 10 <i>Oct. 26</i>	<b>Midterm Exam</b>	<b>Midterm Review Sheet</b>
Week 11 <i>Nov. 2</i>	*Presentation on Comprehension Assessment Developmental Spelling *Alternative Case Study	<b>Readings:</b> Reutzel Chapter 10; Tompkins (2007) Chapter 5: Learning to Spell (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 12 <i>Nov. 9</i>	Motivation & Engagement Struggling Readers ELL Readers *Midterms Returned/discussed	<b>Readings:</b> Graves, Juel, Graves-Chapter 3 (e-reserve); Smith & Read (2008) (e-reserve); Carlo (2007)(e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 13 <i>Nov. 16</i>	Basal Readers Reading Programs	<b>Readings:</b> Reutzel Chapter 9 <b>Assignment Due: Text Reflection Journal</b>
Week 14 <i>Nov. 23</i>	Matching Books to Readers Text Leveling	<b>Readings:</b> Brown (1999) (e-reserve) <b>Assignment Due: Text Reflection Journal</b>
Week 15 <i>Nov. 30</i>	Organization of the English / Language Arts Block K-3: Guided & Shared Reading	<b>Readings:</b> Reutzel Chapter 11 <b>Assignment Due: Text Reflection Journal</b>
Week 16 <i>Dec. 7</i> <i>(Last Class)</i>	Literacy Centers 101  Putting It All Together	<b>Readings:</b> Morrow (2003) (e-reserve)  <b>Assignment Due: Text Reflection Journal, Case Study Due</b>

*\*I reserve the right to change the schedule and/or the readings should it become necessary to do so as the course progresses.*



**E- Reserve Readings For:**

**Course: ED PS 5315/6315: Reading Methods 1**

**Section: 002**

**Instructor: Tiffany Bruett**

The following articles/chapters are on e-reserve at the Marriott Library. Please note that additional required readings may be posted throughout the semester. Please refer to the *class schedule* section of this syllabus for a complete list of required readings for each week of class.

**Read in advance for:**

**Week 4:**

1. Torgesen, J.K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 1-8.
2. Yopp, H.K. & Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2). 130-143.

**Week 5:**

1. Brown, K.J. (2003). What do I say when they get stuck on a word? Aligning teachers' prompts with students' development. *The Reading Teacher*, 56 (8). 720-733.

**Week 6:**

1. Pikulski, J.J. & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6). 510-519.

**Week 7:**

1. Beck, I.L., McKeown, M.G., Kucan, L. (2002). *Bringing words to life*. New York. The Guildford Press.

\* Chapter 3: Introducing Vocabulary

2. Beck, I.L., McKeown, M.G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York. The Guildford Press.

\*Chapter 3: The Basics: When and How to Teach.

**Week 9:**

1. Duke, N.K. & Pearson, P.D. (2002). Effective practices for developing reading comprehension. In A.E. Farstrup and S.J. Samuels (Eds). *What research has to say about reading instruction*. (pp. 205-242). Delaware. International Reading Association.
2. Pardo, L.S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*. 58(3). 272-280.

**Week 11:**

1. Tompkins, G.E. (2007). *Literacy for the 21<sup>st</sup> century: Teaching children reading and writing in prekindergarten through grade 4*. Pearson. New Jersey.

\* Chapter 5: Learning to Spell

**Week 12:**

1. Graves, M.R., Juel, C. & Graves, B.B. (2007). *Teaching reading in the 21<sup>st</sup> century*. Boston. Pearson Education.

\* Chapter 3: Motivation & Engagement

2. Smith, J.A. & Read, S. (2008). *Early literacy instruction: Teaching readers and writers in today's primary classrooms*. Boston. Pearson.

\* Chapter 11: Reading Interventions for Struggling Readers

3. Carlo, M. (2007). Best practices for literacy instruction for English-language learners In. L.B. Gambrell, L.M. Morrow and M.P. Pressley, M.P. (Eds). *Best practices in literacy instruction*. New York. The Guildford Press.

#### **Week 14:**

1. Brown, K.J. (1999). What kind of text-For whom and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53(4), 292-307.

#### **Week 16:**

1. Morrow, L.M. (2003). *Best Practices in Literacy Instruction: 2<sup>nd</sup> Edition*. MA. Allyn & Bacon.

\* Chapter 3: Current Practices in Early Literacy Development.

### **TL 5315 Lesson Reflection GRADING Rubric for Case Study**

**Due: December 7<sup>th</sup>, 2015**

**Part One (20 points):** Highly effective reading teachers use a variety of assessments to determine the literacy needs of their students. They then make instructional decisions based on the results of these assessments. Using one of the many informal assessments that you administer in the accompanying field practicum, ED PS 5316, please number the sections in your paper:

1. Explain the assessment in great detail;
2. Tell me what knowledge / mastery you are testing for, which component of reading it is, and if this component of reading is important;
3. Why this is a good measure of the skill you are assessing;
4. You will then be asked to analyze the assessment results - tell me how the student did.

**\*Number these in your paper please. Thanks!**

You will hand in the assessment that you administer along with a written summarization of the results.

**Part Two (20 points):** I will be using the following Grading Rubric for your Lesson Reflection. Each Lesson reflection will be worth a possible 10 points. You are to reflect on what **YOU** did as a teacher: **your** strengths (as a teacher) and **your** weaknesses (as a teacher) are to be identified in your implementation of your lesson that you taught. Be extremely explicit, tell me exactly what you did in the lesson (section 1), what your strengths were in your teaching and why (section 2), what your weaknesses were in teaching, why, and what you will do next time to fix them (section 3), and then based on the child's success with the lesson, what exactly you will do next time (section 4). Again, be extremely explicit! Please organize your reflection by the following sections:

1. You are to provide a sufficient lesson plan description so that I can read it and understand what you did. This part should include (1) your purpose/focus of the lesson and (2) a description of what happened, what you did, how the student responded, what materials or text you used. Paint a picture so I can see what you taught and what you said and did. 4 points.

4 points: The lesson is explained well with enough depth so that someone can understand what the teacher did.

2 points: The lesson is adequately explained.

0 points: The lesson plan doesn't make sense. It is unclear what the teacher did.

2. You are to appropriately reflect on the strengths that *you, as a teacher*, displayed in the lesson and explain why the lesson went well. Think about how your student responded. Did they understand your focus or purpose? How do you know it was your strength? What did you do well (as a teacher)? 4 points.

4 points: Major strengths are identified and excellent reasons are provided for those strengths.

2 points: Major strengths are identified and adequate reasons are presented.

0 points: Strengths of the lesson or reasons for strengths are not clear.

3. You are to appropriately reflect on two weaknesses that you, as a teacher, displayed in the lesson and explain how to make your lessons better. What didn't go so well with *YOUR TEACHING / IMPLEMENTATION* of the lesson? What were your stumbling blocks? What was difficult, or what happened that you didn't anticipate? (You must have a minimum of two (2) identified weaknesses). 8 points (4 points each identified weakness).

4 points: Major weaknesses are correctly identified and excellent alternatives are suggested.

2 points: Weaknesses are identified and alternatives are presented.

0 points: Weaknesses are not identified, and/or alternatives are not identified well.

\*\*\*\*\* (2 weaknesses MUST be identified) = 8 points possible for this section\*\*\*\*\*

4. Show me that you clearly have a sense of where to go next in the lesson. So now what? Where will you go next? What can you do tomorrow or next week or next time that will move this student forward? What is your next plan? Is this an appropriate step and why? 4 points.

4 points: The student has a very clear sense of where to go next in the lesson based on what happened in the lesson that was taught.

2 points: The student has a sense of where to go next that may, or may not, work.

0 points: The student does not have a sense of where to go next in the lesson.

**\*Number these in your paper please. Thanks!**