

CPSE 466R

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Assignments

Title	Due Date	Submission	Score	% of Grade
▼ TWS Assignments				44.07%
TWS #3 Weekly Teaching Plan Writing Week 6	July 17		/9.0	0/1.0%
TWS #1 Contextual Factors	June 19		/10.0	0/1.1%
TWS #2 Student Data Sheet	June 19		/15.0	0/1.7%
TWS #3 Weekly Teaching Plan Math Week 2	June 19		/9.0	0/1.0%
TWS #3 Weekly Teaching Plan Writing Week 2	June 19		/9.0	0/1.0%
TWS #6 Data Collection Verbal Math Daily Week 1	June 19		/2.0	0/0.2%
TWS #6 Data Collection Verbal Writing Daily Week 1	June 19		/2.0	0/0.2%
TWS #5 Lesson Planning LA Week 1	June 19		/5.0	0/0.6%
TWS #5 Lesson Planning Writing Week 1	June 19		/12.0	0/1.4%
TWS #5 Lesson Planning Math Week 1	June 19		/12.0	0/1.4%
TWS #6 Data Collection Verbal Reading Daily Week 1	June 19		/2.0	0/0.2%
TWS #4 Assessment Plan	June 22	Submit	/10.0	0/1.1%
TWS #4 DIBELS Scores Post on Learning Suite	June 22	Submit	/3.0	0/0.3%
TWS #6 Data Collection Narrative 1	June 23		/10.0	0/1.1%
TWS #3 Weekly Teaching Plan Math Week 3	June 26		/9.0	0/1.0%
TWS #3 Weekly Teaching Plan Writing Week 3	June 26		/9.0	0/1.0%
TWS #6 Data Collection Verbal Math Daily Week 2	June 26		/2.0	0/0.2%
TWS #6 Data Collection Verbal Writing Daily Week 2	June 26		/2.0	0/0.2%
TWS #5 Lesson Planning LA Week 2	June 26		/5.0	0/0.6%
TWS #5 Lesson Planning Writing Week 2	June 26		/12.0	0/1.4%
TWS #5 Lesson Planning Math Week 2	June 26		/12.0	0/1.4%
TWS #6 Data Collection Verbal Reading Daily Week 2	June 26		/2.0	0/0.2%

TWS #6 Data Collection Verbal Writing Daily Week 4	July 10		/2.0	0/0.2%
TWS #5 Lesson Planning LA Week 4	July 10		/5.0	0/0.6%
<u>TWS #5 Lesson Planning Writing Week 4</u>	July 10		/12.0	0/1.4%
TWS #5 Lesson Planning Math Week 4	July 10		/12.0	0/1.4%
TWS #6 Data Collection Verbal Reading Daily Week 4	July 10		/2.0	0/0.2%
TWS #2 Summer Framework	July 13		/30.0	0/3.4%
TWS #3 Weekly Teaching Plan Math Week 6	July 17		/9.0	0/1.0%
TWS #6 Data Collection Verbal Math Daily Week 5	July 17		/2.0	0/0.2%
TWS #6 Data Collection Verbal Writing Daily Week 5	July 17		/2.0	0/0.2%
TWS #5 Lesson Planning LA Week 5	July 17		/5.0	0/0.6%
TWS #5 Lesson Planning Writing Week 5	July 17		/12.0	0/1.4%
TWS #5 Lesson Planning Math Week 5	July 17		/12.0	0/1.4%
TWS #5 Lesson Planning Social Skills	July 17		/5.0	0/0.6%
TWS #6 Data Collection Verbal Reading Daily Week 5	July 17		/2.0	0/0.2%
TWS #7 1. Post Reading & Math Charts	July 22	<input type="button" value="Submit"/>	/2.0	0/0.2%
TWS #7 2. Graphs of Student Performance LA reading & writing	July 22	<input type="button" value="Submit"/>	/10.0	0/1.1%
TWS #7 3. Graph of Student Performance MATH	July 22	<input type="button" value="Submit"/>	/10.0	0/1.1%
TWS #7 4. Math Narrative	July 22	<input type="button" value="Submit"/>	/10.0	0/1.1%
Teacher Behaviors				4.52%
Midterm Evaluation	July 2		/2	0/0.2%
IEP Meeting	July 10		/5	0/0.6%
Final PIBS	July 23		/30	0/3.4%
Home Notes	July 23		/3	0/0.3%

▼ Instructional Observations				36.72%
Writing	July 17		/100	0/11.3%
Math	July 17		/100	0/11.3%
RM	July 17		/100	0/11.3%
CGI Observation	July 17		/25	0/2.8%
▼ Spring				14.69%
Collaboration/Self-Reflection	April 29		/5.00	0/0.6%
Summer Syllabus Quiz	April 29	Closed	/10.00	0/1.1%
Classroom Management	May 6		/10.00	0/1.1%
District Testing Night	May 13		/15.00	0/1.7%
Instructional Binder Due	May 20		/10.00	0/1.1%
Math Unit Planning	May 20		/10.00	0/1.1%
Reading Mastery	May 27		/10.00	0/1.1%
Attendance	June 3		/25.00	0/2.8%
TWS Quiz 1	June 3	Opens Jun 3	/10.00	0/1.1%
Writing/Penmanship	June 3		/5.00	0/0.6%
RM Placement Test	June 3		/5.00	0/0.6%
Classroom Set-up	June 15		/15.00	0/1.7%

Special Education

Mild/Moderate Summer
Practicum Materials Binder

CPSE 466R

Teacher Candidate: _____

Site: _____

Site Coordinator: _____

Mentor Teacher: _____

Contact Information: _____

Teaching Pod Members: _____

and contact information _____

Syllabus and Rubric

Syllabus CPSE 466R
Brigham Young University
Department of Counseling Psychology and Special Education
SPRING Term 2015

Course & Title: CPSE 466R, Practicum in Teaching Students with Mild/Moderate Disabilities Preparation Course

Course Credit: 2.0 Hour (T grade for Spring)

Room & Time: 359 MCKB, Wed 4:00-5:50

Instructor: Jo Ann Munk, M.S.
joann_munk@byu.edu
422-9133

Office Hours: Open door policy

Course Description: This course introduces teacher candidates to the requirements for Summer Term 466R by reviewing effective teaching strategies, classroom management techniques, collaboration and assessment procedures.

Prerequisites: Admission to the special education program. Successful completion of CPSE 420, 410, 400, 430, 440, 442, 452, 462.

Course Objectives:

1. Develop a classroom management plan that includes 4-6 operational rules, positive and negative consequences, reinforcement menu and explanation of routines and reward system.
2. Administer DIBELS, math CBA assessment to students and record data.
3. Compile and organize summer teaching materials, including instructional binders.
4. Practice effective self-reflection skills.
5. Teach and evaluate language arts and math lessons.
6. Review forms and expectations for Summer Term 466R.
7. Set-up summer teaching classroom.

Course Expectations:

1. Observe BYU Honor Code on and off campus.
2. Be prepared to fulfill all teaching obligations for Summer Term.
3. Demonstrate appropriate professional behaviors by attending required classes and being punctual to those classes.
4. Demonstrate appropriate collaboration skills with staff, students, and parents.
5. All written reports and assignments should be professional: proof-read prior to submission. Reports should be free of spelling, grammatical and typographical errors. All assignments must be typed.
6. Hand in all assignments on or prior to the due date. Late assignments will be accepted *if* prior arrangements were made and approved by the instructor.
7. To complete the spring practicum, you will:
 - a. Prepare three instructional binders for use Summer Term.

- b. Plan, teach and review two microteaching lessons with your mentor teacher.
- c. Participate in District Testing Night completing all items on associated rubric.
- d. Set-up classroom and post classroom management plan, schedule and routines in teaching area.
- e. Complete a written test on the 466R Summer Syllabus.

Course Content:

The practicum experience is an opportunity to implement skills taught in courses taken to date from the Special Education Department and courses enrolled in this term.

Methodologies/Teaching Strategies:

Group work, one-on-one supervision and feedback.

Grading: All assignments in this course are designed to prepare you to be successful in your future teaching settings. Because of this, you are expected to perform all tasks at the mastery level. You have been well trained in your classes and will do well. I'm confident!! You will receive a "T" grade on your transcript for this term. The points you earn in this term will be included in your final point total for Summer Term when a letter grade is assigned.

Materials:

Mild/Moderate Summer Practicum Materials Binder packet

Assignments:

1. *Collaboration/Self-Reflection: View videos & meet with mentor*
2. *Classroom Management: As a teaching site develop positively stated **classroom rules**, positive and negative consequences, and a reinforcement menu.*
 - Create and prepare a **Home Note** to be handed out after weeks 1, 3, and 6 (as a minimum) (activities, academic and social skills taught, good news, etc.)
 - Create and prepare **Praise Notes** for daily use (enough for Summer: 1/day)
3. *Setting Up a Classroom: prepare your teaching area on the scheduled set-up day using the requirements stated on the rubric*
4. *Materials Preparation: prepare three binders.*
 - **Binder One** will contain Summer Practicum Materials Binder divided into sections with tabs
 1. *Syllabus/rubrics*

2. *Schedules*
3. *Assessments*
4. *Social/behavior strategies*
5. *Math*
6. *Language Arts*
7. *TWS*
8. *Feedback*

- **Binder Two** will contain all current daily instructional teaching materials and daily lesson plans (this is the binder you will hand to your mentor teacher daily at 8:00 am for review)
- **Binder Three** (spiral bound) will contain DIBELS materials
 1. Progress Monitoring Assessments
 2. Benchmark Assessment
 3. Administration and Scoring Guide (**PRINT THIS!!**)

5. *Testing Night:* administer DIBELS Benchmark Assessment and Math CBA, record student data and create instructional groups.

6. *Reading Mastery:* You will complete a teaching video for the grade level you have been assigned to teach.

- Review how to hold and use teaching and student materials
- Review visual signals, auditory signals, touch signals
- Review feedback for students (error correction for signal and response errors) (praise for academic and behavior correct responses)
- Video the entire lesson

7. *Math Lesson Teaching:* You will group students based on Testing Night CBA. With your Mentor Teacher, you will:

- Scope & sequence one unit
- Write & submit one scripted daily lesson plan

8. *Summer Syllabus Test:* You will read and study the 466R Summer Term syllabus and complete a test of the information listed.

9. *Teacher Work Sample (TWS):* You will review this document and participate in the Sections assigned. After reviewing the document you will write a question you have about the document. You will **take a quiz** on the contents.

Objective	INTASC Standard	Assessment
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	8	Math curriculum based assessment Reading--IRI
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	4	Direct instruction observations
GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.	4	Strategy assignments Final project
GC4S4 Use reading methods appropriate to individuals with disabilities.	7	RM/direct instruction daily instruction
GC4S5 Use methods to teach mathematics appropriate to the individuals with disabilities.	4	Direct instruction observations Lesson plan evaluations
GC4S6 Modify pace of instruction and provide organizational cues.	7	Direct instruction observation Daily formative feedback
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	4	RM methodologies
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.	8	Corrective teaching Daily data assessment
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.	4	RM methodologies
GC4S15 Teach strategies for organizing and composing written products.	4	RM methodologies
GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	4	RM methodologies
CC5S1 Create a safe equitable, positive and supportive learning environment in which diversities are valued.	5	Observations Teacher behavior scale
CC5S2 Identify realistic expectations for personal and social behavior in various settings.	5	Social skills instruction
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments	8	Math daily data Reading practice time checklists
CC5S10 Use effective and varied behavior management strategies.	9, 5	Classroom management implementation
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	2, 4	Social skills instruction
GC6S1 Enhance vocabulary development.	4	RM methodologies
GC6S2 Teach strategies for spelling accuracy and generalization.	4	RM methodologies
GC6S3 Teach individuals with disabilities to monitor for errors in oral and written language.	8	RM methodologies
GC6S4 Teach methods and strategies for producing legible documents.	4	RM methodologies
CC7S5 Use task analysis.	7	Daily math lesson plans
CC7S6 Sequence, implement, and evaluate individualized learning objectives.	7	Summer IEP and objectives
CC7S7 Integrate affective, social, and life skills with academic curricula.	2, 4	Social skills instruction
CC7S10 Prepare lesson plans.	1, 4	Graded academic lesson plans Graded social skills lesson plans
CC7S11 Prepare and organize materials to implement daily lesson plans.	7	Daily instruction binder
CC7S12 Use instructional time effectively:	7	Direct instruction observation Praise and response rates

GC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	5	Classroom management system
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	2	Curriculum Based assessment Data collection procedures
GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments	1, 2, 5	Site-wide social skills instruction and generalize techniques

Disability Accommodation Statement: Brigham Young University is committed to providing a working and leaning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. IF you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Evaluation: Spring—these points will roll over to your Summer 466R point total
(M=master; F=fail)

Collaboration/Self-Reflection		5 points
Binders (3)		10 points
Summer Syllabus Quiz		10 points
Classroom Management	M/F	10 points
District Testing Night	M/F	15 points
Reading Mastery	M/F	10 points
Math Microteaching	M/F	10 points
Writing	M/F	10 points
Classroom Set-up	M/F	15 points
TWS quiz		10 points
Attendance Log	M/F	25 points
TOTAL		130 points

Bibliography.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's Mathematics. Cognitively Guided Instruction*. Portsmouth, NH: Heinemann.

Carter, N., Prater, M. A., & Dyches, T. T. (2009). *Making accommodations and adaptations for students with mild to moderate disabilities (What every teacher should know about series)*. Upper Saddle River, NJ: Merrill/Pearson.

Goldstein, A., (1999). *The Prepare Curriculum: Teaching Prosocial Competencies*. Champaign, IL: Research Press.

Johnson, K.R., Desjardins, A., & Slocum, T. (1985). Morningside Math.

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Prater, M. A. (2007). *Teaching strategies for students with mild/moderate disabilities*. Boston: Allyn & Bacon.

Rhode, G., Jenson, W., & Reavis, H. K. (1992). The Tough Kid Book: Practical Classroom Management Strategies. Longmont, CO: Sopris West.

Sheridan, S. M. (2000). *The Tough Kid Social Skills Book*. Longmont, CO: Sopris West.

Sprick, R., & Howard, L. (1995). *Teacher's Encyclopedia of Behavior Management*. Longmont, CO: Sopris West.

Steadly, K., Dragoo, K., Arafah, S., & Luke, S. D. (2008). Effective mathematics instruction. *Evidence for Education*, 3(1). Available at <http://nichcy.org/wp-content/uploads/docs/eemath.pdf>

SYLLABUS CPSE 466R
BRIGHAM YOUNG UNIVERSITY
DEPARTMENT OF COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION
SUMMER TERM 2015

Course & Title: CPSE 466R, Practicum in Teaching Student w/ Mild/Moderate Disabilities
Course Credit: 6.0 Hours (Summer)
Room & Time: TBA, Daily 8:00-12:30
Instructor: JoAnn Munk, M.S.
joann_munk@byu.edu
422-9133 (cell, if necessary 360-9740)
Office Hours: Open Door Policy
Course Description: Effective teaching strategies, assessment, lesson planning, behavior, and classroom management.
Prerequisites: Admission to the special education program. CPSE 420, 410, 403, 430, 440, 442, 452, 462.

Course Objectives:

Skill Based:

1. Implement a behavior management plan that includes 4-6 operational rules, positive and negative consequences, and reinforcement menu.
2. Daily collect, record data to make data based decisions. This will aid in designing functional lesson plans for each student in writing and math.
3. Progress Monitor weekly using DIBELS and Daze.
4. Develop and write lesson plans that meet the individual needs of each student in your group. It is required that these lesson plans follow the framework of the effective teaching cycle and include a daily instructional objective. (Use the template provided by the Special Education Department.)
5. Administer pre and post curriculum based assessments in language arts and math to district students, participate in grouping those students based on test results.
6. Collaborate daily with mentor teacher in a self-reflective mentoring session reviewing and selecting daily teaching goals.
7. Collaborate with team members in planning and implementing daily rotation activities and participation in an IEP meeting.
8. Demonstrate professional behavior in preparedness, attendance, dress, instructional practice and attitudes.

Course Expectations:

1. Observe BYU Honor Code on and off campus.
2. Be prepared to teach and fulfill all teaching obligations daily.
3. Attend all required meetings and be punctual to those meetings.
4. Demonstrate professional collaborative skills with staff, students, and parents.

5. All written reports and assignments should be professional: proof-read prior to submission. Reports should be free of spelling, grammatical and typographical errors. All assignments must be typed.
6. Hand in all assignments on or prior to the due date. This applies in the case of absences also. *Prior arrangements need to be made for late assignments to be accepted.*
7. To complete the summer practicum, you must:
 - a. Complete four formal *instructional observations* (one in Reading Mastery, one in writing, and two in math – DI & CGI) with each score equal to or greater than 80% (B-). (See, Areas of Assessment, item 2 for additional information.)
 - b. Complete all *Teacher Work Sample (TWS) assignments* with an average score equal to or greater than 80% (B-) with the option to *request one* replacement assignment for 80% of the total earned points.
 - c. Score 80% or higher in each of the three competency areas—*TWS assignments, Instructional Observations and Teacher Behaviors*—for the final grade to be an average of the three percentages. Scores below an 80% in any one of the three areas will result in the lowest score becoming the final grade for practicum. **YOU MUST RECEIVE A FINAL PIBS SCORE OF 80% OR HIGHER.**
 - d. The grade of B- or higher must be earned before a student will be assigned to student teach or permitted to fulfill an internship contract. Each student who earns less than a B- has the option to petition the faculty to retake 466R. Summer Practicum can be repeated once and must be repeated during Summer Term.
 - e. All borrowed/checked-out materials must be returned to the CPSE Department prior to having a letter grade assigned to your transcript.

Course Content:

The practicum experience is associated with courses taken to date from the Special Education Department and courses enrolled in this term.

Methodologies/Teaching Strategies:

One-on-one supervision and feedback.

Objective	INTASC Standard	Assessment
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	8	Math curriculum based assessment Reading--IRI
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	4	Direct instruction observations
GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.	4	Strategy assignments Final project
GC4S4 Use reading methods appropriate to individuals with disabilities.	7	RM/direct instruction daily instruction

GC4S5 Use methods to teach mathematics appropriate to the individuals with disabilities.	4	Direct instruction observations Lesson plan evaluations
GC4S6 Modify pace of instruction and provide organizational cures.	7	Direct instruction observation Daily formative feedback
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	4	RM, PALS, Daze methodologies
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.	8	Corrective teaching Daily data assessment
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.	4	RM methodologies
GC4S15 Teach strategies for organizing and composing written products.	4	Direct instruction teaching methodologies
GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	4	RM, PALS, Daze methodologies
CC5S1 Create a safe equitable, positive and supportive learning environment in which diversities are valued.	5	Observations Teacher behavior scale
CC5S2 Identify realistic expectations for personal and social behavior in various settings.	5	Social skills instruction
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments	8	Math, language arts daily data
CC5S10 Use effective and varied behavior management strategies.	9, 5	Classroom management implementation
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	2, 4	Social skills instruction
GC6S1 Enhance vocabulary development.	4	RM methodologies
GC6S2 Teach strategies for spelling accuracy and generalization.	4	RM methodologies
GC6S3 Teach individuals with disabilities to monitor for errors in oral and written language.	8	RM methodologies
GC6S4 Teach methods and strategies for producing legible documents.	4	RM methodologies
CC7S5 Use task analysis.	7	Daily math/writing lesson plans
CC7S6 Sequence, implement, and evaluate individualized learning objectives.	7	Summer IEP and objectives
CC7S7 Integrate affective, social, and life skills with academic curricula.	2, 4	Social skills instruction
CC7S10 Prepare lesson plans.	1, 4	Graded academic lesson plans Graded social skills lesson plans
CC7S11 Prepare and organize materials to implement daily lesson plans.	7	Daily instruction binder
CC7S12 Use instructional time effectively.	7	Direct instruction observation Praise and response rates
GC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	5	Classroom management system
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	2	Curriculum Based assessment Data collection procedures
GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments	1, 2, 5	Site-wide social skills instruction and generalize techniques

Areas of Assessment:

Teacher Work Sample (TWS) Assignments: (See posted TWS description for complete information.)

1. Contextual Factors (Section One): You will submit a document identifying relevant factors and how they may affect the learning-teaching process.
2. Student Data Sheet (Section Two): You will administer Language Arts and Math pretests, record data, group students, and write PLAAFP statements, and IEP goals on the *Student Data Sheet* provided.
3. Learning Goals (Section Two): You will design two unit goals in each of the three curriculum areas using the *Summer Framework* template.
4. Weekly Teaching Plan (Section Three): You will create and submit to your mentor teacher the *Weekly Teaching Plan* worksheet **every Friday** using the *Weekly Teaching Plan Template*.
5. Assessment Plan (Section Four): Write a brief narrative addressing how you will use assessment for your chosen Unit. Use the *Assessment Plan Template* to develop an assessment plan and monitor student progress. This will be maintained throughout the 6-week practicum and re-submitted at the end of the experience.
6. Design for Instruction (Section Five): Create lesson plans for each objective listed on your *Weekly Teaching Plan* for Writing and Math. Also, prepare and write a Language Arts lesson plan for the Reading Mastery Program daily. These written daily lesson plans are to be handed to your mentor teacher **prior to 8 am daily for daily review**.
 - One Math, one Writing and one Language Arts plan will be randomly selected and graded weekly.
 - You may use the *Direct Instruction Lesson Plan Outline* form for Math and Writing lessons after receiving approval from your mentor teacher and site coordinator.
 - To ensure your instructional skills are progressing, your Praise Rate and Response Rate should be at the "2" level as determined on the Observation form. If your rate is not to this level by the end of second week, you will be asked to script your lesson plans.
 - At any point in the practicum your mentor teacher and site coordinator may ask you to script your lessons.
 - Additionally you will write one Social Skills Lesson Plan. You will submit a lesson plan using the *Direct Teaching template* (CPSE 442).
7. Data-based Decision Making (Section Six): You will discuss your method to monitor student progress during guided practice and how you determine readiness for independent practice with your mentor teacher on at least a weekly basis.
 - Reading. Use *Reading Mastery Individual* and *Group* data forms. Consider how the collected data, including DIBELS and Daze data, informs all sections of the following day's lesson.

- Writing. Use the *Daily Data Form*.
 - Math. Use the *Daily Data Form*.
8. Report of Student Learning (Section Seven): You will design a graph or table of student data for both your Language Arts and Math groups. You will also write a report that summarizes the results of your assessments, including pre/post assessments and formative assessments to determine students' progress related to the learning goals and objectives.

Instructional Observations: After successfully completing TWS Section Two, receiving a level "2" or higher Praise and Response Rate during informal observations, and consulting with your mentor teacher you will receive a formal observation by the site coordinator or university supervisor. It is expected that once you reach minimum competency, you will strive to maintain and continue to improve your skills daily. If competency is not maintained your supervisors will consult with you and complete another observation that will become your final score. Your site coordinator has numerous formal observations to complete; therefore, observations will be *unscheduled and unannounced*.

Math (DI & CGI), Writing, Reading Mastery: You will be given four separate instructional observations where you must earn a minimum of 80% with no 0's. The observations will be completed by your site coordinator or university supervisor after you have met the criteria stated above. After receiving 80% on a given observation, you may request one additional observation to increase the number of earned points in one of the three curriculum areas. You will have the maximum of six total observations to earn the minimum of score of 80% in each of the three curriculum areas. Repeat observations will happen at the discretion of the site coordinator and university supervisor. All observations must be completed by the 5th week of the 6th week practicum so mastered skills can be practiced during the final week.

Teacher Behaviors:

1. You will participate in a daily mentoring session with your mentor teacher where you will self-reflect on your daily teaching. During this meeting you will select a teaching goal for the next day.
2. With your mentor teacher and peers you will participate in a collaborative IEP meeting using the data from one of the students in your teaching pod.
3. You will be assessed using the PIBS at the end of the practicum. You are expected to practice professional behaviors by incorporating the following points into your daily routines. (These points are also listed on the formal observation forms.)
 - i. teacher preparedness
 - ii. teacher attitude
 - iii. collaboration
 - iv. materials organization

Attendance is mandatory and an important part of your professional performance as a practicum student. Just as you will need to contact someone for **illness or other reasons** when you are a licensed teacher, you will need to do so during this practicum. In such a case, please *call your mentor teacher and site coordinator by 6:30 am*. If you **anticipate an absence** you must notify the BYU summer school director and the practicum site coordinator *in advance of the absence*. The notice must be in writing and include the date and the purpose of the absence. As children will be in attendance, it is expected that you will make arrangements for an approved substitute to instruct in your absence. Substitutes must be approved by the summer school director, the site coordinator and the mentor teacher. Lesson plans and related material must be supplied *in advance* to the site coordinator to assure that the children receive appropriate instruction.

Certain extreme circumstances, such as a medical emergency, may warrant the absence being approved as an “excused” absence. A committee of faculty will review the written notice and determine if the absence may be excused.

You are expected to complete the daily practicum assignments in advance of an absence. For *unexcused absence*, students will earn a maximum of 50% of the points for activities and work submitted for the missed day. In addition, an unexcused absence will result in a reduction of 1/3 letter grade per day. For an *excused absence*, you will earn daily points for work that was submitted. A committee of BYU faculty members will determine if a written request for absence will be considered excused or unexcused.

As in all professional settings, you are expected to be punctual, positive, teachable, dependable, demonstrate appropriate collaborative skills, and dress appropriately.

2 tardies and/or early departures = 1 unexcused absence
Each unexcused absence = 1/3 drop in letter grade

Every classroom has an attendance log. Please sign in and out each day.

Disability Accommodation Statement: Brigham Young University is committed to providing a working and leaning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. IF you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 801-367-5689 (24 hours); or contact the Honor Code Office at 801-422-2847.

Evaluation:

TWS Assignment Area

#1 Contextual Factors	10 points
#2 Learning Goals	
• Student Data Sheet	15 points
• Summer Framework	30 points
#3 Weekly Teaching Plans	
• Math	45 points
• Writing	45 points
#4 Assessment Plan	
• Assessment Plan (all 3 components)	10 points
• DIBELS Excel doc posted on LS	3 points
#5 Design for Instruction	150 points
• Math	
• Writing	
• Reading	
• Social Skills	
#6 Instructional Decision Making	
• Math	10 points
• Writing	10 points
• Reading Mastery	10 points
• Narrative #1	10 points
• Narrative #2	10 points
#7 Student Report of Learning	
• Math Narrative	10 points
• Reading Charts	10 points
• Math Charts	10 points
• Post LS	2 points

Sub-Total

(390 points)

Teacher Behaviors Area

Teacher Behaviors (final PIBS must be @ 80%)	30 points
IEP Collaboration Meeting	5 points
Home Notes	3 points
Midterm Evaluation	2 points
Sub-Total	(40 points)

Instructional Observations Area

Reading Mastery Observation	100 points
Writing Observation	100 points
Math Direct Instruction Observation	100 points
CGI Observation	25 points
Sub-Total	(325 points)

TOTAL **755 points**

(Points from the Spring Practicum Prep class will be added to the total to determine the final grade)

Grading Criteria

95 - 100% A	69-66% D+
91 - 94% A-	63-65% D
86 - 90% B+	60-62% D-
83 - 85% B	<59% E
80 - 82% B-	
77 - 79% C+	
74 - 76% C	
70 - 73% C-	

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DIRECT INSTRUCTION LESSON PLAN GRADING RUBRIC

Teacher Candidate (TC): _____

Date: _____

Mentor Teacher (MT): _____

Site: Alpine Nebo

Comments

Lesson Component		
PLAAFP: (Current strengths and deficits)		.25
Core Standard		.25
IEP Goal: (Includes audience, behavior, conditions and criteria) and aligns with PLAAFP		.25
Unit Objective (Includes audience, behavior, conditions and criteria) and aligns with PLAAFP		.25
Daily Instructional Objective (includes: audience, behavior, conditions and criteria) aligns with unit objective and IEP goal		1
Previous day's data was used to determine today's objective Materials, Behavior, Rationale included		1
Task Analysis (Using daily instructional objective, to accurately, concisely, sequence the task into simple steps)		2
Review/Preview		
Review includes an assessment of previous day's instruction- 3-5 examples		1
Review includes all necessary prerequisite skills		1
States the behavior expectations for the lesson		1
States the objective: Today we will...		1
Instruction/Modeling (I do)		
Includes an attention cue and anticipatory set		1
Modeling instruction is <i>accurate, sequential and concise using the task analysis steps written in simple student terms or a model-lead-test format</i>		1
Teacher models skill using "think-alouds" (When I... I say to myself...)		1
*Teacher checks for student understanding		1
3-5 examples are provided that align with the daily instructional objective		1
Instruction/Guided Practice (WE do)		
Guided practice aligns with daily instructional objective		1
Elicits high rates of student responses		1
Prompts group responses then individual responses		1
Fades prompts as students master skills (moves from oral responses to performance based responses)		1
3-5 examples are provided that align with the daily instructional objective		1
*Provides scripted error correction after each section of guided practice using a model-lead-test format		1
Instruction/Independent Practice (YOU do)		
Independent Practice aligns with daily instructional objective		1
Describes how data will be collected		1
5-7 examples are provided that align with the daily instructional objective		1
Closing		
Lesson closure (restates daily instructional objective in student terms, student behavior, previews next lesson)		1
Professionalism/Preparation		
Lesson plan turned in by 8:00 am		Y/N
TOTAL		12

Comments:

*On the Direct Instruction Lesson Plan Outline, these descriptors will be implied.

Direct Instruction Lesson Plan Grading Rubric Guidelines

PLAAFP: (Current strengths and deficits)	
<p>Full Credit (.25):</p> <ul style="list-style-type: none"> -Name of assessment(s) and date -Specific skills and level of competency -States "can do," "can't do," "needs to (using Utah Core standard)" -Clear, concise language -Does not need to be included on outline, <u>assuming</u> that the PLAAFP was correct on the scripted lesson plan 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Core Standard	
<p>Full Credit (.25):</p> <ul style="list-style-type: none"> -Writes Grade and Utah domain and standard <p>Example</p> <p>Grade 3 Op and Alg Thinking Standard 4 determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <ul style="list-style-type: none"> -Combined with IEP Goal 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
IEP Goal: (Includes audience, behavior, conditions, and criteria) and aligns with PLAAFP	
<p>Full Credit (.25):</p> <ul style="list-style-type: none"> -ABCD format -Focus on ONE skill (can have 2 math skills, but must be written as separate goals) -Aligns criteria with # of problems -Aligns with the PLAAFP -Goals may need to be written with number of errors rather than a % -Clear, concise language -Range of goal is annual -Same as scripted 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Unit Objective: (Includes audience, behavior, conditions, and criteria) and aligns with PLAAFP	
<p>Full Credit (.25):</p> <ul style="list-style-type: none"> -ABCD format -Focus on ONE skill – Aligns criteria with # of problems -Objectives may need to be written with number of errors rather than a % -Aligns with the IEP Goal -Clear, concise language -Range of goal is for practicum -Same as scripted 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Daily Instructional Objective: (Includes audience, behavior, conditions, and criteria) and aligns with the unit objective and IEP goal	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -ABCD format -Aligns criteria with # of problems -Objectives may need to be written with number of errors rather than a % 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information

-Aligns with Unit Goal -Appropriate next step from previous lesson -Clear, concise language -Same as scripted	
Previous day's data was used to determine today's objective <i>(MT must look at previous day's lesson plan and data to grade this component)</i>	
Full Credit (1): -Previous day's data shows that most students have mastered skill and are ready to move on -Lesson is repeated because previous day's data shows that the lesson needs to be repeated (if repeated, have modifications been made to the lesson?) -Same as scripted	No Credit: -Missing any part of the required information
Task Analysis: (Using daily instructional objective, to accurately, concisely, sequence the task into simple steps)	
Full Credit (2): -TA includes ALL necessary steps to complete skill -Clear, concise language -Same as scripted	No Credit: -Missing any part of the required information

Review/Preview

Review includes 3-5 examples from previous lesson	
Full Credit (1): -Review must be the <u>independent practice</u> skills from the previous lesson (or previous skill if lesson is a repeat) -Same as scripted	No Credit: -Missing any part of the required information
Review includes all necessary prerequisite skill	
Full Credit (1): -If necessary, TC uses 1 or 2 examples to check students' understanding of additional skills needed to meet lesson objective -Same as scripted	No Credit: -Missing any part of the required information
States the behavior expectations for the lesson	
Full Credit (1): -TC includes 1 or 2 student behavior expectations -Same as scripted	No Credit: -Missing any part of the required information
States the objective: Today we will...	
Full Credit (1): -States specific objective and a clear rationale for learning the skill (ie. "Today you will learn to add two 3-digit numbers with regrouping. This will help you solve real life problems.") -Same as scripted	No Credit: -Missing any part of the required information

Instruction/Modeling (I Do)

Includes an attention cue and anticipatory set	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -Includes real life example of skill that creates interest in lesson -Same as scripted 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Modeling instruction is accurate, sequential and concise using the task analysis steps written in simple student terms	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -Follows TA as written -TC demonstrates all steps -Students restate steps -Uses "I" statements to show steps -Not required to be written out. Includes 3 examples which align with objective. May observe to see if task analysis is modeled in the lesson. 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Teacher models skill using "think-alouds" (When I...I say to myself)	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -Uses specific verbage that clearly models TC's thinking process throughout demonstration: *"I think to myself..." * "I say to myself..." * "I know that..." -Not required to be written out. May observe to see if it is done in the lesson. 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Teacher checks for student understanding	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -TC asks questions to engage students -not required to be written out. May observe to see if it is done in the lesson. 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
3-5 examples are provided that align with the daily instructional objective	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -Must include 3 examples which align with objective -Same as scripted 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information

Instruction/Guided Practice (We do)

Guided practice aligns with daily instructional objective	
<p>Full Credit (1):</p> <ul style="list-style-type: none"> -GP examples align with the lesson objective -Students say steps <u>without</u> teacher prompt -Verbage is "we do" -Examples align with lesson objective. Not required to be written out. May observe to see if it is done in the lesson. 	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information
Elicits high rates of student responses	
<p>Full Credit (1):</p>	<p>No Credit:</p> <ul style="list-style-type: none"> -Missing any part of the required information

-Ask questions beyond stating steps, which require students to prompt TC in all aspects of completing the task -Not required to be written out. May observe to see if it is done in the lesson.	
Prompts group responses, then individual responses	
Full Credit (1): -Clear differentiation between group and individual responding -Includes 3 examples for <u>each</u> part of GP, group oral, individual oral, individual written, and labeled	No Credit: -Missing any part of the required information
Fades prompts as students master skills (moves from oral responses to performance based responses)	
Full Credit (1): -Moves from oral responses to performance responses -Clear method of taking data included and criteria for moving on -Includes 3 examples for <u>each</u> part of GP, group oral, individual oral, individual written, and labeled	No Credit: -Missing any part of the required information
3-5 examples are provided that aligns with the daily instructional objectives	
Full Credit (1): -3 examples for <u>each</u> of the 3 parts of GP -Examples align with objective -Same as scripted	No Credit: -Missing any part of the required information
Provides scripted error correction after each section of guided practice using a model-lead-test format	
Full Credit (1): -Clear, concise error correction for both <u>signal</u> and <u>response</u> errors -Error correction at the end of each GP part -Not required to be written out. May observe to see if it is done in the lesson.	No Credit: -Missing any part of the required information

Instruction/Independent Practice (You do)

Independent Practice aligns with daily instructional objective	
Full Credit (1): -IP aligns with lesson objective -IP requires independent individual responses (oral or written) -Not required to be written out. Includes 5+ examples which align with objective.	No Credit: -Missing any part of the required information
Describes how data will be collected	
Full Credit (1): -Describes or provides data collection system -Same as scripted	No Credit: -Missing any part of the required information
5-7 examples are provided that align with the daily instructional objective	
Full Credit (1): -At least 5 examples -Examples align with lesson objective -Same as scripted	No Credit: -Missing any part of the required information

Closing

Lesson closure (restates daily instructional objective in student terms, previews next lesson)	
Full Credit (1): Includes all of the following closing components: -Restates lesson objective and how the students performed on the objective -Statement about student behavior – be specific -State's next day's lesson objective -Same as scripted	No Credit: -Missing any part of the required

SUMMER PRACTICUM DIRECT INSTRUCTION OBSERVATION FORM

Name _____ Date _____ Observer _____ Observation # _____

Teacher Candidate teaching goal(s): _____

Teacher Candidate met teaching goal(s): Yes No Describe: _____

SCORING SCALE: 3 2 1 0 NO

Descriptors:

- 3: Proficient Skills approximating mastery
- 2: Satisfactory Skills used sufficiently
- 1: Needs Improvement Skills below expectation
- 0: Not Included Skill not demonstrated
- NO: No opportunity to observe

OPENING

- 1. 3 2 1 0 NO Have appropriate lesson plan prepared. (Copy of materials including data ready for observer.)
- 2. Y N NO Have all appropriate materials ready and easily accessible.
- 3. 3 2 1 0 NO Math fluency implemented efficiently and effectively
- 4. Y N NO Begin lesson on time.
- 5. 3 2 1 0 NO Review maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning.
- 6. 3 2 1 0 NO Anticipatory set and rationale, as related to daily objective.
- 7. 3 2 1 0 NO State the instructional objective in "student" terms.
- 8. 3 2 1 0 NO Teach or review expected behavior routines.

Response Opportunities and Reinforcement for Student Behavior – Collect During Modeling/Guided Practice

Response Rate: Standard: 0=0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____

Activity _____ Number of Minutes Observed _____

_____ # of Students _____

Opportunity to Respond	# Correct Responses	# Incorrect/ No Responses	# Appropriate Corrective Feedback	# No Corrective Feedback
GROUP				
INDIVIDUAL				

Response Rate (# responses / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses : # corrective feedback) = _____ : _____

Reinforcement Rate: Standard: 0=0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____

Activity _____ Number of Minutes Observed _____

_____ # of Students _____

	# Academic Reinforcements	# Behavioral Reinforcements
GENERAL PRAISE		
DESCRIPTIVE PRAISE		

General Praise Rate (# of general praises / # of minutes observed) = _____ /minute

Descriptive Praise Rate (# of descriptive praises / # of minutes observed) = _____ /minute

Overall Praise (# of general, descriptive, and nonverbal praises / # of minutes observed) = _____ /minute

RESPONSE RATE AND REINFORCEMENT

- 1. 3 2 1 0 NO Elicit high rates of responses OR response rate appropriate for age, ability, and instructional activity.
- 2. Y N NO Maintain 1:1 ratio of incorrect responses to corrective feedback.
- 3. 3 2 1 0 NO Maintain adequate balance between general and specific praise that is age/ability appropriate
- 4. 3 2 1 0 NO Reinforce correct academic responses
- 5. 3 2 1 0 NO Reinforce appropriate behavior/social responses
- 6. Y N NO Reinforce each student for academic and/or behavioral responses.

BODY: Modeling

- 1. 3 2 1 0 NO State new skills or knowledge in small manageable parts.
- 2. 3 2 1 0 NO Demonstrate new skill or knowledge in small manageable parts.
- 3. 3 2 1 0 NO Use age and ability appropriate examples and materials.
- 4. 3 2 1 0 NO Check for student understanding; model again as needed.

BODY: Guided Practice

- 1. 3 2 1 0 NO Prompt students to say, write, or do skill with exercises or examples that align with instructional objective.
- 2. 3 2 1 0 NO Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3).
- 3. 3 2 1 0 NO Prompt group responses, then individual responses
- 4. 3 2 1 0 NO Prompt responses in a mode appropriate for each student (e.g., sign lang., pictures, single words, phrases).
- 5. 3 2 1 0 NO Fade prompts as students master skills.
- 6. 3 2 1 0 NO Reteach incorrect academic responses and practice as needed to advance to independent practice or reinforce correct responses.
- 7. 3 2 1 0 NO Reteach inappropriate behavioral/social responses and practice as needed or reinforce appropriate responses.
- 8. Y N NO Collect data on student readiness for independent practice.
- 9. 3 2 1 0 NO Use data to verify mastery of skills to stated criterion before advancing to independent practice.

BODY: Independent Practice

- 1. 3 2 1 0 NO Assign practice exercises that align with current and/or previous instructional objectives.
- 2. 3 2 1 0 NO Assign sufficient number of practice exercises for students to use skill independently (minimum of 5).
- 3. 3 2 1 0 NO Circulate and monitor each student's progress.
- 4. 3 2 1 0 NO Reteach incorrect academic responses or reinforce correct responses.
- 5. 3 2 1 0 NO Reteach inappropriate social/behavioral responses or reinforce appropriate responses.
- 6. 3 2 1 0 NO Maintain adequate balance between general and specific praise.
- 7. 3 2 1 0 NO Collect and record appropriate data on student mastery of instructional objective.
- 8. 3 2 1 0 NO Use data to determine next lesson's objective.

CLOSING

- 1. 3 2 1 0 NO Summarize learning by restating objective and describing student performance.
- 2. Y N NO Preview next lesson to make logical connections between this lesson and the next.
- 3. Y N NO Transition all students to the next activity.

GENERAL CLASSROOM PROCEDURES

- 1. 3 2 1 0 NO Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.
- 2. 3 2 1 0 NO Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time).
- 3. 3 2 1 0 NO Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors.(e.g., classroom rules and consequences implemented & followed, etc)

PROFESSIONALISM

- 1. 3 2 1 0 NO Teacher Candidate is positive, teachable, collaborative, dependable, and dressed appropriately.
- 2. 3 2 1 0 NO Teacher Candidate is punctual and prepared in all obligations.
- 3. 3 2 1 0 NO Self-assesses accurately through reflective strategies, then revises practice.
- 4. 3 2 1 0 NO Binders are organized and discussed daily with mentor teacher.

Strengths and General Comments:

Teaching expectations for next observation:

$$\frac{\text{Total Points Earned}}{\text{Points Possible}} = \text{Percentage}$$

Observer's Signature _____

Teacher Candidate's Signature _____

TWS #3 Weekly Teaching Plan Grading Rubric--Math & Writing

Teacher Candidate: _____

Wk#: 1 2 3 4 5 6

MATH		
PLAAFP		Comments
PLAAFP was written using student assessment data, describes strengths & deficits, includes statement of progress in gen curriculum	/5	
IEP Goal		
IEP Goal aligns to PLAAFP, ABCD format, appropriate for students	/5	
Unit Objective		
Unit Objective aligns to PLAAFP, IEP goal written ABCD format		
Unit Objective is appropriate in scope	/5	
Daily Lesson Objectives		
Daily Lesson Objectives align to PLAAFP and IEP goal	/5	
Daily Lesson Objectives include conditions that are described with appropriate details	/1	
Daily Lesson Objectives include a specific behavior	/1	
Daily Lesson Objectives include measurable criteria	/1	
Daily Lesson Objectives are task analyzed in a logical sequence	/2	
Daily Lesson Objectives are appropriate in scope	/2	
TOTAL:	/9	
WRITING		
PLAAFP		Comments
PLAAFP was written using student assessment data, describes strengths & deficits, includes statement of progress in gen curriculum	/5	
IEP Goal		
PLAAFP was written using student assessment data, describes strengths & deficits, includes statement of progress in gen curriculum	/5	
Unit Objective		
Unit Objective aligns to PLAAFP, IEP goal written ABCD format		
Unit Objective is appropriate in scope	/5	
Daily Lesson Objectives		
Daily Lesson Objectives align to PLAAFP and IEP goal	/5	
Daily Lesson Objectives include conditions that are described with appropriate details	/1	
Daily Lesson Objectives include a specific behavior	/1	
Daily Lesson Objectives include measurable criteria	/1	
Daily Lesson Objectives are task analyzed in a logical sequence	/2	
Daily Lesson Objectives are appropriate in scope	/2	
TOTAL:	/9	

COGNITIVELY GUIDED MATH OBSERVATION CHECK-LIST

Teacher Candidate (TC): _____

Date: _____

Mentor Teacher (MT): _____

Site: Alpine Nebo

					Comments
Opening	3	2	1	0	N/A
Have appropriate lesson plan prepared.					
Copy of materials including data ready for observer.					
Have all appropriate teaching materials ready and easily accessible.					
Begin lesson on time.					
Daily learning objective challenges students appropriately to make progress toward IEP goal(s).					
Teach or review expected behavior routines during all phases of lesson.					
Teacher Presents Problem – Step 1	3	2	1	0	N/A
Presents appropriate number of written problems to students (3-5 prepared).					
Reads problem aloud.					
Prompts students to read aloud.					
Students Solve Problem – Step 2	3	2	1	0	N/A
Each student has access to math tools.					
Math tools are appropriate to problems.					
Prompts with questions as listed on LP to guide student thinking, as needed.					
Allows time for at least one student to solve problem (stays within listed time allotment).					
If lesson is CGI-abstract, prompts students to write numeric algorithm for problem solution.					
If students do no progress, moves to full direct instruction lesson to solve problem with math tools.					
DI lesson included components of effective teaching cycle.					
Data is collected.					
Students Report Solutions – Step 3	3	2	1	0	N/A
Prompt one or more successful students to explain strategy used using "opener."					
Prompts all students to solve the problem as reporting student explains (directives on LP).					
If DI lesson used in Step 2, then following guided practice prompt one or more students to explain the strategy used before proceeding to independent practice.					
Wait time used as appropriate.					
"Check for understanding" statements used as appropriate.					
Teacher Data Decisions	3	2	1	0	N/A
Data is collected during steps 2 & 3					
If all students have mastered, teacher moves on with next lesson.					
If some or all have not mastered, teacher re-teaches in next lesson.					
Closing	3	2	1	0	N/A
Summarize learning by restating objective and describing student performance.					
Preview next lesson to make logical connections between this lesson and the next.					
Transition all students to the next activity.					

General Classroom Procedures & Professionalism	Comments				
	3	2	1	0	N/A
Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.					
Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time).					
Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors.					
Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.					
Teacher Candidate is positive, teachable, collaborative, dependable, and dressed appropriately.					
Self-assesses accurately through reflective strategies, then revises practice					

RESPONSE OPPORTUNITIES AND REINFORCEMENT FOR STUDENT BEHAVIOR – COLLECT DURING MODELING/GUIDED PRACTICE

Response Rate: Standard: 0 = 0; 1-2=1; 3-4=2; ≥5=3

Time Began _____ Time Ended _____
 Number of Minutes Observed _____
 # of Students _____

Activity _____

	RESPONSES	FEEDBACK
GROUP		
INDIVIDUAL		

Response Rate (# of responses / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses: # corrective feedback) = _____

Reinforcement Rate: Standard: 0 = 0; 1-2=1; 3-4=2; ≥5=3

Time Began _____ Time Ended _____
 Number of Minutes Observed _____
 # of Students _____

Activity _____

	ACADEMIC REINFORCEMENTS	BEHAVIORAL REINFORCEMENTS
GENERAL PRAISE		
DESCRIPTIVE PRAISE		
NONVERBAL		

RESPONSE RATE AND REINFORCEMENT

Elicit high rates of responses OR response rate appropriate for age, ability, and instructional activity.

- Maintain 1:1 ratio of incorrect responses to corrective feedback.
- Maintain adequate balance between general and specific praise that is age/ability appropriate.
- Reinforce correct academic responses.
- Reinforce appropriate behavior/social responses.
- Reinforce each student for academic and/or behavioral responses.

3	2	1	0	N/A
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Comments:

STRENGTHS, AREAS FOR IMPROVEMENT, AND GENERAL COMMENTS:

$$\frac{\text{Total Points Earned}}{\text{Points Possible}} = \frac{\text{Percentage}}{100} \quad (\text{CGI} \div 4) = \frac{\quad}{25}$$

 Observer's Signature

 Student Teacher/Intern's Signature

CGI LESSON PLAN GRADING RUBRIC

Teacher Candidate (TC): _____

Date: _____

Mentor Teacher (MT): _____

Site: Alpine Nebo

Comments

Lesson Component	
PLAAFP: (Current strengths and deficits)	.25
IEP Goal: (Includes audience, behavior, conditions and criteria) and aligns with PLAAFP	.25
Unit Objective (Includes audience, behavior, conditions and criteria) and aligns with PLAAFP	.25
Daily Instructional Objective (includes: audience, behavior, conditions and criteria) aligns with unit objective and IEP goal	.25
Behavior	
Includes an attention cue	.25
States the behavior expectations for the lesson	.25
Teacher Presents Problem	
3-5 examples are provided that align with the daily instructional objective	1
Students Solve Problem	
Math tools listed	.25
Time allowed listed	.25
DI sequence to be listed if use of tools needs to be re-taught	1
Students Repot Problem Solutions	
Opening statement listed	1
Planned math talk sample statements (see Math Talk Prompts)	4
<i>Restate:</i> Can someone restate the solution?	<i>Further participation:</i> Who can help out?
<i>Explains other's reasoning:</i> Oola, will you explain what Fern did?	<i>Clarify:</i> Philbert, will you clarify for us?
Wait Time statements clearly listed	1
Check for understanding statements clearly listed	1
Closing	
Lesson closure (restates daily instructional objective in student terms at the end of the end of the lesson, previews next lesson)	1
Professionalism/Preparation	
Lesson plan turned in by 8:00 am	Y/N
TOTAL	12

Comments:

Mentor Teacher Formative Observation

TC Name: _____ Date: _____ Observer: _____ Subject: _____

(A2)

Lesson Delivery			
TEACH'EM DESCRIPTION	Obs.	Not Obs.	Notes
Opening - Review			
Opening - Attention			
Stated Lesson Objective & Management			
Body - Teacher Model (I do)			
Body - Guided Practice (We do)			
Collect data on student readiness for independent practice.			
Body - Ind. Practice (You do)			
Closing - Independent Practice			
Closing - Review and Preview			
Other Elements			
COACH'EM DESCRIPTION	Obs.	Not Obs.	Notes
DIBC Completed & Discussed			
Cue, Pause Signal?			
Followed posted Management Procedures			
Materials organized?			
Adaptations needed? (Lesson Plan or Behavior)			
Adaptations implemented? (LP or Beh)			
	Yes	No	
MT Modeled (as needed)			
Data discussed at Consultation			
Support & Encouragement (DMT/TC log)			

(B1)

Response Opportunities and Reinforcement for Student Behavior - Collect During Modeling/Guided Practice

Response Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____
 Number of Minutes Observed _____

Activity _____ # of Students _____

Opportunity to Respond	# Correct Responses	# Incorrect/No Responses	# Appropriate Corrective Feedback	# No Corrective Feedback
GROUP				
INDIVIDUAL				

Response Rate (# correct / # of minutes) = _____ / minute
 Corrective Feedback (# incorrect responses : # correct feedback) = _____ :

Reinforcement Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____
 Number of Minutes Observed _____

of Students _____
 Activity _____

# Academic Reinforcements	# Behavioral Reinforcements
GENERAL PRAISE	
DESCRIPTIVE PRAISE	

General Praise Rate (# of general praises / # of minutes observed) = _____ /minute
 Descriptive Praise Rate (# of descriptive praises / # of minutes observed) = _____ /minute
 Overall Praise (# of general, descriptive, and nonverbal praises / # of minutes observed) = _____ /minute

Mentor Teacher Formative Observation DI Guidelines

These guidelines were developed to help Mentors determine when to mark a lesson component as “Observed” or “Not Observed” during a formative observation. Mark with a checkmark. “Observed” can be marked with a + or -, and include feedback in the notes section. **Whenever “Not Observed” is marked, an explanation should be written in Notes.**

	Count as Observed	Count as Not Observed
States Behavior Expectations	TC clearly states behavioral expectations	TC doesn't state behavioral expectations
Opening – Review	Students do previous day's skill independently (orally or written)	TC discusses previous day's skill but doesn't require independent, individual responses
Opening – Anticipatory Set/Rationale	Anticipatory set aligns with assignment and promotes interest in the lesson Rationale makes sense to students	Only states lesson objective
States Objective	TC clearly states lesson objective	TC doesn't state lesson objective Lesson objective doesn't fit the independent activity
Body – Teacher Model (I do)	TC uses “I” verbage	Mixed “we do's” with “I” TC doesn't engage students for responding
Body – Guided Practice (We do)	TC uses “we” All 3 parts are included but maybe muddy Fading is included	TC doesn't do GP group responding, moves right to individual responding
Mastery to 80% before moving on to IP	TC takes data	TC does not take data during GP TC moves to IP when students are not ready
Body – Independent Practice (You do)	TC steps students through Independent Written section Fades prompting	Skips individual written and moves directly into IP
Closing – Independent Practice	Students do worksheet or oral individual independent responses	MT doesn't make it to IP IP doesn't elicit individual responses
Closing – Review and Preview	Students attention on TC Includes 2 of the 3: “Today we...(state objective and how students did on the skill)” “Tomorrow we...” Summary of behavior	TC quickly sums up while students clean up
Cue, Pause, Signal	Cue, pause, signal is done correctly 50% of the time	Cue, pause, signal is done incorrectly

		High occurrence of signal errors TC prompts response and doesn't get an independent response
Followed posted management procedures	Follow through on positive and negative consequences	No/minimal behavior praise Does not follow through with inappropriate behaviors
Materials Organized	Materials are accessible	Materials missing TC has to look for materials during lesson
Adaptations Needed?	If students not able to do skill, back up and break down task	Just did lesson even when students weren't ready for the skill If adaptation was not needed, mark NA in Notes
Adaptations Implemented	TC makes a good attempt at reteaching key skills	If adaptation was not needed, mark NA in Notes
DIBC Completed & Discussed	MT discussed lesson feedback BEFORE lesson	MT didn't discuss before lesson
MT Modeled	If TC's lesson is going poorly due to TC behavior, jump in and model	MT should have jumped in to model but didn't If model was not needed, mark NA in Notes
Data Discussed	MT discussed lesson feedback same day AFTER lesson	Doesn't provide feedback on observation
Support & Encouragement	MT provides feedback on positive teacher behaviors	MT only gives feedback on areas of improvement

Mentor Teacher Formative Observation RM Guidelines

	Count as Observed	Count as Not Observed
States Behavior Expectations	TC clearly states behavioral expectations	TC doesn't state behavioral expectations
Stated Lesson Objective	TC clearly states lesson objective	TC doesn't state lesson objective
Script & Procedures followed Exactly	TC is clearly following the script and reading manual	Obvious deviation from script/missing components
Lesson Pacing is Appropriate	TC moves the students through the lesson at a rate that doesn't drag	Lesson drags because TC spent too much time on each section
Effective Transitions Between Lesson Components & Student Awareness	Moves from one exercise to the next within 10 seconds, <u>and</u> TC scans/monitors students	Doesn't transition quickly Doesn't scan/monitor students
Students Respond in Unison	Students respond correctly to group signal at least 50% of the time	Students respond correctly to group signal less than 50% of the time

Teacher Maximizes Student Engagement-Appropriate Praise and Response Rates	TC correct responses are at least 3 per minutes and praise rates are at least 2 per minute	TC response and praise rates are very low
Error Correction Followed:		
-Word Attack & Vocabulary	WA was done and error correction was usually done	WA was not done or errors were not corrected
-Story Reading & Comprehension	SR was done and error correction was usually done	SR was not done, Errors were not corrected
-Individual Work	Student did workbook and error correction was usually done	Student workbook was not done
Independent Practice Closing – Data Collection	TC collected data during component	TC did not take data during the lesson
Cue, Pause, Signal	Cue, pause, signal is done correctly 50% of the time	Cue, pause, signal is done incorrectly more than 50% of the time
Followed posted management procedures	Follow through on negative consequences	No behavior praise No follow through with inappropriate behaviors
Materials Organized	Materials are accessible	Materials missing
DIBC Completed & Discussed	MT discussed lesson feedback BEFORE lesson	MT doesn't discuss before lesson
MT Modeled	If TC's lesson is going poorly due to TC behavior, jump in and model	MT should have jumped in to model but didn't If model was not needed, mark NA in Notes
Data Discussed	MT discussed lesson feedback same day AFTER lesson	Doesn't provide feedback on observation
Support & Encouragement	MT provides feedback on positive teacher behaviors	MT only gives feedback on areas of improvement

LANGUAGE ARTS LESSON PLAN GRADING RUBRIC

Teacher Candidate (TC): _____

Date: _____

Mentor Teacher (MT): _____

Site: Alpine Nebo

Comments

Language Arts Background Assessment	
Student Names & PLAAFP	.10
Summer IEP Goal (ABCD format & aligns with PLAAFP)	.10

Language Arts Lesson Component – Reading Mastery	
Lesson Number, Rationale & Objective (ABCD)	1.25
Teacher Materials	.10
Student Materials	.10

Language Arts Lesson Component – Penmanship (<i>alternate days</i>)	
Lesson Number, Rationale & Objective (ABCD)	1.25
Teacher Materials	.10
Student Materials	.10

Language Arts Lesson Component – RM Spelling (<i>alternate days</i>)	
Lesson Number, Rationale & Objective (ABCD)	(1.25)
Teacher Materials	(.10)
Student Materials	(.10)

Language Arts Lesson Component – Writing Lesson	
Lesson Number, Rationale & Objective (ABCD)	1.0
Teacher Materials	.10
Student Materials	.10

Language Arts Lesson Component – Data Collection	
What data will be collected/marked	.25
When data will be collected/listed	.25
Teacher material for data collection listed	.10
Student materials for data collection listed	.10

TOTAL	5
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Comments:

Language Arts Lesson Plan Grading Rubric Guidelines

Language Arts Background Assessment

Student Names & PLAAFP	
Full Credit (.10): -Student names written -Names of assessment(s) and date (Reading includes DIBELS and RM Placement Test) -Specific skills and level of competency -Core Standard listed -Address skills in IEP -Clear, concise language	No Credit: -Missing any one of the required information
Summer IEP Goals (ABCD format & aligns with PLAAFP)	
Full Credit (.10): -ABCD format -Include grade level if applicable -Clear, concise language	No Credit: -Missing information

Language Arts Lesson Component – Reading Mastery, Penmanship, Spelling, Writing

Lesson Number, Rationale & Objective (ABCD)		
Full Credit (1.25): -Specify lesson # and book for RM/Spelling, letter for Penmanship, skill for Writing -Rationale provides a clear reason for learning the skill -Objective is written in ABCD format and aligns with IEP goals	Partial Credit (.5): -Either the rationale or objective is incorrect	No Credit: -Both rationale and objective are incorrect
Teacher Materials		
Full Credit (.10): -All necessary teacher materials listed	No Credit: -Partial list of teacher materials -Left blank	
Student Materials		
Full Credit (.10): -All necessary student materials listed - Writing instruments must be included	No Credit: -Partial list of student materials -Left blank	

Language Arts Lesson Component – Data Collection

What data will be collected/marked	
Full Credit (.25): -All data to be collected is marked	No Credit: -Partial or no data collection is marked
When data will be collected/listed	
Full Credit (.25): -Times for collecting the data are appropriate - Times specified for all data marked	No Credit: -Partial or no times included for data collection
Teacher material for data collection listed	

<p>Full Credit (.10): -All teacher materials required for data collection is listed -Teacher materials specified for all data marked (ie. Sticky notes, lesson plan, recording sheets)</p>	<p>No Credit: -Partial or no teacher materials are listed for data collection</p>
<p>Student materials for data collection listed</p>	
<p>Full Credit (.10): -All student materials required for data collection is listed -Student materials specified for all data marked (ie. Worksheets, student work samples)</p>	<p>No Credit: -Partial or no student materials are listed for data collection</p>

Language Arts Rating Scale

Observation #: _____

Teacher Candidate: _____ Date: _____ Observer: _____

Teacher Candidate teaching goals: _____

RATING SCALE

- 3 = no re-teaching or adjustment necessary
- 2 = requires minor re-teaching or adjustment
- 1 = requires major re-teaching or adjustment

Lesson Preparation		
Item	Scale	Comments
Students and room arrangement ensures student responses can be monitored throughout the entire lesson.	3 2 1 0 N/A	
Materials are organized, distributed, and managed well throughout the lesson.	3 2 1 0 N/A	
Overall Lesson Delivery (Data collected on Response Opportunities & Reinforcement Form*)		
Item	Scale	Comments
Behavior rules and routines used appropriately.	3 2 1 0 N/A	<input type="checkbox"/> review/teach at beginning of cycle <input type="checkbox"/> stated rules reinforced throughout lesson
The script and lesson format is followed <u>exactly</u> .	3 2 1 0 N/A	
The lesson pacing is appropriate as determined by response data.*	3 2 1 0 N/A	
Transitions are used effectively between each lesson component	3 2 1 0 N/A	
Specific, immediate, positive <i>academic</i> feedback is dispersed throughout the lesson. *	3 2 1 0 N/A	<input type="checkbox"/> feedback immediate <input type="checkbox"/> occurs throughout lesson <input type="checkbox"/> all students reinforced
Specific, immediate, positive <i>behavioral</i> feedback is dispersed throughout the lesson. *	3 2 1 0 N/A	<input type="checkbox"/> feedback immediate <input type="checkbox"/> occurs throughout lesson <input type="checkbox"/> all students reinforced
Teacher signals are clear, consistent, crisp and follow the cue, pause, signal format.	3 2 1 0 N/A	<input type="checkbox"/> follows cue, pause, signal format
Students start, respond, and stop in unison when required.*	3 2 1 0 N/A	
Teacher voice, movement, and eye contact reinforce lesson expectations and ensure maximum student engagement.*	3 2 1 0 N/A	

Lesson Elements		
Item	Scale	Comments
<u>Word Attack /Pre-reading K-1</u> procedures are implemented accurately.	3 2 1 0 N/A	__appropriate focus and wait time __final student responses verified
<u>Vocabulary</u> procedures are implemented accurately.	3 2 1 0 N/A	__emphasis of important words/phrases __definitions repeated until firm
<u>Story Reading</u> procedures are implemented accurately.	3 2 1 0 N/A	__error limit(s) __delivery of questions __students track
<u>Comprehension Question</u> procedures are implemented accurately.	3 2 1 0 N/A	__attention (Eyes on me) __discrimination statement (Individual Question/Everybody) __question __wait time (3-5 seconds) __signal __verification
<u>Independent Work</u> procedures are implemented accurately.	3 2 1 0 N/A	__student engagement __teacher monitoring __redirect off-task students
Corrections		
Item	Scale	Comments
All incorrect and tentative student responses are immediately corrected following proper correction format.	3 2 1 0 N/A	<i>Word Attack:</i> _say the word _students repeat the word _students spell the word _students read the word again _Read the column again
	3 2 1 0 N/A	All Other Lesson Elements <i>Attention errors:</i> __ get student attention __ model __ test <i>Response Errors:</i> __model __lead __test __retest (when appropriate)
Proper correction procedures and accurate modeling occur before moving forward in lesson	3 2 1 0 N/A	
Progress and Assessment		
Item	Scale	Comments
Collect and record appropriate data on student mastery of instructional objective	3 2 1 0 N/A	
TOTAL	Pts ____ / ____	Percentage:

General Notes or Comments:

RESPONSE OPPORTUNITIES AND REINFORCEMENT FOR STUDENT BEHAVIOR – COLLECT DURING MODELING/GUIDED PRACTICE

Response Rate: Standard: 0 = 0; 1-2=1; 3-4=2; ≥5=3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

Activity _____

of Students _____

	RESPONSES	FEEDBACK
GROUP		
INDIVIDUAL		

Response Rate (# of responses / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses: # corrective feedback) = _____

Reinforcement Rate: Standard: 0 = 0; 1-2=1; 3-4=2; ≥5=3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

Activity _____

of Students _____

	ACADEMIC REINFORCEMENTS	BEHAVIORAL REINFORCEMENTS
GENERAL PRAISE		
DESCRIPTIVE PRAISE		
NONVERBAL		

RESPONSE RATE AND REINFORCEMENT

- Elicit high rates of responses OR response rate appropriate for age, ability, and instructional activity.
- Maintain 1:1 ratio of incorrect responses to corrective feedback.
- Maintain adequate balance between general and specific praise that is age/ability appropriate.
- Reinforce correct academic responses.
- Reinforce appropriate behavior/social responses.
- Reinforce each student for academic and/or behavioral responses.

3	2	1	0	N/A
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Comments:

STRENGTHS, AREAS FOR IMPROVEMENT, AND GENERAL COMMENTS:

$$\frac{\text{Total Points Earned}}{\text{Points Possible}} = \frac{\text{Percentage}}{\text{Percentage}} \quad (\text{CGI} \div 4) = \text{ } / 25$$

Observer's Signature

Student Teacher/Intern's Signature

Mock IEP Meeting

Student Name: _____ Evaluator: _____

<i>Before the meeting:</i>	Points Possible
Determine mutually agreeable times for parent, LEA	
Send prior notice to parent in his/her speaking language & copy of procedural safeguards	
Gather data and compile progress report on current IEP goals and services	
Write draft of new IEP, filling in all blanks using current data, and making sure goals are measurable. Print copy for parent and others to use in meeting. This copy must say "DRAFT"	
Highlight areas of Procedural Safeguards to discuss with parent	
Total	3

<i>During the meeting:</i>	Points Possible
Make sure all necessary participants are in attendance <ul style="list-style-type: none"> • LEA (if not present, reschedule meeting) • Special education teacher 	
If all members are not present: <ul style="list-style-type: none"> • Parent – document attempts made to ensure participation • Non-attending member – bring written input and share it when appropriate 	
Welcome and introduce all team members	
State the purpose of the meeting and time allotted. Make sure time is adequate	
Review highlighted areas on Procedural Safeguards	
Review student demographic section to ensure that all information and dates are accurate and correct (DOB, RE-EVAL, Classification)	
Review/discuss current testing/assessments and relevant data	
Review/discuss Present Levels of Academic Achievement and Functional Performance in a positive way	
Address the following areas: <ul style="list-style-type: none"> • Behavior issues – if you state behaviors in the PLAAFP section, you must address them in the goal section • Special Factors: PLAAFP's and goals must address any special factors • Service time and location for goals and other services • Goals • Classroom accommodations • Inclusion in regular education program • Medicaid disclosure (have parents initial this section) 	
Make sure all decisions are documented, if notes are on a separate document, attach to IEP	
State when the IEP will be revisited	
Ask parent/guardian for additional input. Remind parent that he/she can reconvene an IEP meeting at any time.	
Make sure that all team participants sign the Final IEP – form should not say "DRAFT"	
Give parent/guardian copy of signed IEP	
Thank participants for attending	
Total	7

<i>After the meeting:</i>	Points Possible
Create data collection system for each IEP goal	
Share IEP information and goals with all appropriate staff	
Implement IEP	

Schedules

Spring/Summer 2015 CPSE 466R Course Schedule

	Time	Place/Who attends	Topic	Other/Assignments
April 29	3:30-5:20	TC Meet in 355 MCKB	SUMMER OVERVIEW Syllabus Discussion Binder Review Summer Schedule <i>What does a day look like?</i> Collaboration—Self Reflection (TWS 6) PROFESSIONAL DRESS	Due: "Summer Practicum Materials Binder" from Bookstore Syllabus Quiz Hard Copy
May 6	3:30 - 5:20 4:45-5:20 TC work independently (MT training rm 343 TWS & Data & Writing)	TC, MT, SC Meet in 355 MCKB <i>SITES MEET TOGETHER</i>	CLASSROOM MANAGEMENT Management Plans Home note, praise note Routines Rotations Testing Night Preview: Materials & skills, group CBA sections	Due: Rules Consequences Home Note Praise Note
May 13	Alpine & Nebo 3:15 – 7:00	466R TC / MT / SC @ TEACHING SITE	TESTING NIGHT DIBELS Score/Group students *DIBELS 1 ST gd = 10 min *DIBELS grade level = 3 min *Math CBA sections in groups (TWS 1, 2, 3)	Due: DIBELS Binder Pencils, timer
May 20	3:30 – 5:20	TC/MT/SC Meet in 355 MCKB	MATH Unit Scope/Sequence to daily lesson objective (TWS 2, 3, 4, 5)	Due: Groupings from CPSE 462 Instructional Binder
May 27	3:30 – 4:30	TC/MT Meet in 355 MCKB	READING MASTERY Lesson Plan, Data Collection Teach RM lesson with ability groups (TWS 2, 4, 5)	Due: Written Math LP based on 5/20 Instructional Binder
June 3	3:30 – 5:20	TC/SC/MT Meet in 355 MCKB	WRITING Writing LP from CPSE 430 Data forms, Penmanship RM Placement Test Practice (TWS 2, 3, 4, 5)	Due: Penmanship Directive Memorized TWS quiz
June 10	NO CLASS			
June 15	7:55 am – 12:45	TC/MT/SC @ Teaching Site	CLASSROOM SET UP	Due: Classroom set-up Review RM Plcmt Procedures
June 16	7:55 am – 12:30	TC/MT @ Teaching Site	First Day of Teaching	First day assessments: * Reading Mastery Placmt Math CBA pre-test Writing CBA
June 16 thru July 23	7:55 am – 12:30 pm	TC/MT @ Teaching Site	Daily teaching duties (see daily teaching schedule)	Associated competencies as listed on syllabus
July 23	7:55 am – 12:30 pm	TC/MT @ Teaching Site	LAST DAY with district students	Due: All Summer Practicum Assignments

TC = teacher candidate

MT = mentor teacher

SC = site coordinator

Summer Practicum Teaching Schedule

Schedule	Teaching Area	Minutes			
8:00-8:30	Preparation	30			
8:30-8:45	Social Skills and Progress Monitoring	15	This time can be used to complete DIBELS progress monitoring assessments		
8:45-9:35	Math	50 min	Math Fluency – RAMP Math DI Lesson or CGI		
9:35-10:25	Reading Mastery	50 min	Reading Mastery		
10:25-10:55	Art, Music, PE Rotations	30 min	Rotations and student bathroom break		
			Instructional Grade 1-6		Instructional Grade K
10:55-11:05	Spelling and Penmanship	10 min	Penmanship (alternate days)	Spelling (alternate days)	Penmanship
11:05-11:45	Writing	40 min.	Writing Lesson (Writing Sentences or Writing Paragraphs)		Spelling/Writing (Work with mentor teacher to plan lessons)

Summer Practicum Calendar – 2015

(Note: TWS #6 Verbal to be completed during a mentoring session once per week)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>June 15 At School Site -Classroom Set Up 8:00-12:30 -Post Rules, Consequences, Reinforcement Menu & Daily Schedule -Praise Notes/Home Notes -Group reading & math students -Social Skills/Rotation Teaching Sequence -Prepare student folders -Spring 466 Rubric Expt</p> <p>JMunk = Alpine DA = Nebo</p>	<p>June 16 First Day w/ Students! Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Outline Lesson Plan for administering math & writing* CBAs ▪ RM bk placement ▪ Social Skills Lesson ▪ Rotation Plan ▪ Writing CBA <p style="text-align: center;"><u>Data collection:</u></p> <p>Math timings -Re-group Math/reading students as necessary RM Placement</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>June 17 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math focus CBA ▪ RM activity- Teach Routines ☼ ▪ Social Skills Lesson ▪ Rotation Plan ▪ Writing Placement if applicable <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math timings LA daily data -Re-group Math/reading students as necessary RM Placement</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>June 18 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math Plan for activity ▪ RM Lesson Plan* ▪ Social Skills Lesson ▪ Rotation Plan ▪ Penmanship <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math timings LA daily data RM Placement Writing CBM</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>June 19 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Begin Math Groups ▪ Math Lesson Plan ▪ RM Lesson Plan* ▪ Social Skills Lesson ▪ Writing LP ☼ ▪ Rotation Plan ▪ Penmanship ▪ TWS #1 Due ▪ TWS #2 Due ▪ TWS #3 Wk 2 Due <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection</u></p> <p>Math timings LA daily data</p> <p>DA = Alpine JM = Nebo HN = Alpine (to check Writing TWS #2)</p> <p>Praise Note to:</p>
<p>June 22 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Begin Math Groups ▪ Math Lesson Plan ▪ Writing Lesson Plan* ☼ ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #4 <p>Progress Monitoring Record DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data Collection:</u></p> <p>Math timings Math & LA daily data HOME NOTE:</p> <p>DA = Nebo JMunk = Alpine JM = Alpine</p> <p>Praise Note to:</p>	<p>June 23 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ☼ ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #6 (#1) <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>June 24 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>June 25 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>June 26 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #3 wk 3 Due <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u></p> <p>Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine JMunk = Alpine</p> <p>Praise Note to:</p>

*See Summer Practicum Writing Decision Making Chart ☼ Mentor Teaching instructing

Summer Practicum Calendar – 2015

(Note: TWS #6 Verbal to be completed during a mentoring session once per week)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>June 29 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine BS out</p> <p>Praise Note to:</p>	<p>June 30 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 1 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings DIBELS Progress Monitoring</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 2 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #3 Wk 4 due <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings DIBELS Progress Monitoring</p> <p>DA = Nebo JM = Alpine</p> <p>*Midterm Eval on LS</p> <p>Praise Note to:</p>	No school! Happy 4 th of July ☺
<p>July 6 Due – Before 8:00am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS#6 (#2) <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p>Data Collection: Math & LA daily data Math timings DIBELS Progress Monitoring Review Midterm PIBS HOME NOTE:</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 7 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings (Collaborative IEP Mtg)</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 8 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings (Collaborative IEP Mtg)</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 9 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings (Collaborative IEP Mtg)</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 10 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #3 Wk 5 Due <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p>Data collection: Math & LA daily data Math timings (Collaborative IEP Mtg)</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>

Summer Practicum Calendar – 2015

(Note: TWS #6 Verbal to be completed during a mentoring session once per week)

*See Summer Practicum Writing Schedule ☀ Mentor Teaching instructing

Monday	Tuesday	Wednesday	Thursday	Friday
<p>July 13 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ LA Lesson Plan ▪ Writing Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #2 Revised <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 14 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 15 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 16 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 17 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson ▪ TWS #3 Wk 6 Due <p>Progress Monitoring DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings Give Final Math & CBA Writing Assessment Math timings- Mix Probe RM Placement</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>
<p>July 20 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data Collection:</u> Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>July 21 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>Progress Monitoring <i>Record</i> DIBELS, Daze Writing CBM</p> <p style="text-align: center;"><u>Data Collection:</u> Math & LA daily data Math timings</p> <p>DA = Nebo JM = Alpine</p> <p>Praise Note to:</p>	<p>July 22 Due before 8:00 am</p> <ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ RM Lesson Plan ▪ Writing Lesson Plan ▪ Rotation Plan ▪ Social Skills Lesson <p>TWS #7 Report of Student Learning Due</p> <p style="text-align: center;"><u>Data collection:</u> Math & LA daily data Math timings</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	<p>July 23</p> <ul style="list-style-type: none"> ▪ Quick Math activity ▪ Quick Writing activity <p>HOME NOTE</p> <p>DA = Alpine JM = Nebo</p> <p>Praise Note to:</p>	

Assessment Initial Placement

*Reading Mastery Placement Test

*DIBELS

*Math CBA

Practicum Testing Night Flowchart

General

On time

Professional dress

Prepared with necessary materials

Required Materials

DIBELS Benchmark Binder

DIBELS Admin Scoring Guide

Timer

Pencils (2 sharpened)

Schedule of Testing Events

District personnel checks in district student, writes the time on info sheet



District student brought to TC and TC writes the time the student begins testing on info sheet



TC administers DIBELS

- (1st grade AND school grade level they are completing)
- *Write district student name AND TC name on each booklet*



TC administers math CBA one grade level below current grade, writes the time the student begins testing on info sheet

- Write district student name AND TC name on form



District moves to Math CBA table to complete calculation items



District student completes testing, person @ CBA table walks student to parent



Place completed Math CBA in your personal Math Scoring Folder



Place completed DIBELS booklet in your DIBELS Scoring Folder

Scoring of DIBELS

Accurately score each DIBELS booklet for each assessment administered

Return scored DIBELS assessment in your personal DIBELS Scoring Folder

Give your completed folder to your Mentor Teacher

Scoring Math

Place completed Math CBA's in your Math Scoring Folder

Return folder to Site Coordinator

Summer Practicum Data Collection

Reading Mastery

Pre/Post data will be collected using the reading mastery placement tests. An assessment integrity checklist has been provided for each grade level.

Grade	Part I	Part II	Comments
Kindergarten	Number correct/number possible	Number correct/number possible	Give part 2 only to students who meet criteria for part 1
First Grade	Number correct/number possible and words per minute	No part II on this test	
Second Grade	Number correct/number possible and words per minute	Number correct/number possible	Give part 2 only to students who meet criteria for part 1
Third Grade	Number correct/number possible and words per minute	Number correct/number possible	Give part 2 only to students who meet criteria for part 1
Fourth Grade	Number correct/number possible and words per minute	Number correct/number possible	Give part 2 only to students who meet criteria for part 1

Date:

Administrator:

Observer:

Kindergarten Placement Test Assessment Integrity Checklist		
	YES	NO
1. Administer the test to the student individually.		
2. Circle 1 point on the scoring sheet for each correct response at b and c.		
2. a. Say, "You're going to say some sounds." b. Say rrr. c. Now say d (letter sound).		
3. Circle 1 point on the scoring sheet for each correct response at b.		
4. a. (Point to the sounds.) These are sounds. (Point to the boxed m.) This sound is (pause) mmm. What sound? (Touch m.)		
5. b. (Point to each unboxed sound in the column. For each sound, ask:) Is this (pause) mmm?		
6. Circle 1 point on the scoring sheet for each correct response at step d.		
7. c. (Point to the boxed a.) This sound is (pause) aaa (as in apple) what sound? (Touch a.)		
8. d. Point to each unboxed sound in the column. For each sound, ask :) Is this (pause) aaa (as in apple)?		
9. Circle 2 points on the scoring sheet for each correct response at b and c.		

10. Say, "Let's play Say it Fast. Listen. Ice (pause) box. I can say it fast. Icebox."		
11. Say, "Listen. Foot (pause) ball. (Pause.) Say it fast Football. Yes, football."		
12. Say, "Here's another word. Listen. (Pause.) Nnnnooooozzz. (Pause.) Say it fast. Nose. Yes, Nose"		
13. Circle 2 points on the scoring sheet for each correct response at b and d.		
14. Do not stop between the sounds when saying zzzooo or wwweeee.		
15. Say, "First I'll say a word slowly. Then you'll say that word slowly. I'll say (Pause) zoo slowly. Listen (Pause.) Zzzoooo.		
16. Say, "Your turn. Say (pause) zzzooo.		
17. Score the child 2 points if he or she says the correct sounds without stopping between the sounds.		
18. Say, "Now I'll say (pause) we slowly. Listen. (pause) wwweee.		
19. Say, "Your turn. Say (pause) wwweee.		
20. Score the child 2 points if he or she says the correct sounds without stopping between the sounds.		
21. Add the number of points the child earned on part 1. Administer part 2 to students who made 19 or 20 points on part 1.		
22. Circle 2 points on the scoring sheet for each correct response at a and b.		
23. Point to the boxed m. Say, "Let's see if you remember this sound. (pause). What is the sound?" (Touch m.)		
24. Point to the boxed a. Say, "Let's see if you remember this sound. (Pause.) What is the sound?" (Touch a.)		
25. Circle 1 point on the scoring sheet for each correct response at b, c, and d.		
26. Say, "I'll say a word slowly. Then I'll say it fast. Listen. (Pause.) Mmmmaaaannn. (Pause). I can say it fast. Man."		
27. Say, "Your turn. Say (pause) iinnn. Say it fast." Say, "Your turn. Say (pause) aaaat. Say it fast." Say, "Your turn. Say (pause) ssssiit. Say it fast."		

Placement Test Scoring Sheet for Reading Mastery

Student's Name _____ Date _____

Circle 1 point or 2 points if the student answers correctly.

Part 1				Part 2			
Task 1	step b	0	1 point	Task 1	step a	0	2 points
	step c	0	1 point		step b	0	2 points
Task 2	step b	0	1 point	Task 2	step b	0	1 point
		0	1 point			0	1 point
		0	1 point			0	1 point
		0	1 point		step c	0	1 point
		0	1 point			0	1 point
		0	1 point		step d	0	1 point
		0	1 point			0	1 point
Task 3	step b	0	2 points	Task 3	step b	0	2 points
	step c	0	2 points		step c	0	2 points
		0	2 points			0	2 points
Task 4	step b	0	2 points	Task 4	step b	0	2 points
	step d	0	2 points		step d	0	2 points
Total Points <input style="width: 40px; height: 20px;" type="text"/>				Total Points <input style="width: 40px; height: 20px;" type="text"/>			

Number of Points **Start At:**

0-7 *Reading Mastery, Grade K, Lesson 11*

8-10 If possible, should be placed in *Reading Mastery: Classic Edition, Fast Cycle.*

Number of Points **Start At:**

0-14 *Reading Mastery, Grade K, Lesson 1*

15-18 *Reading Mastery, Grade K, Lesson 11 (Circle the lesson)*

19-20 Continue testing in part 2, (Check box)

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PLACEMENT TEST

PART 1

Task 1 Total possible: 2 points

(Circle 1 point on the scoring sheet for each correct response at *b* and *c*.)

This is an oral task. For step *c*, say the sound *d*, not the letter name.

- You're going to say some sounds.
- (test item) Say (pause) *rrr. rrr.*
- (test item) Now say (pause) *d. d.*

Task 2 Total possible: 10 points

(Circle 1 point on the scoring sheet for each correct response at *b*.)

- (Point to the sounds.) These are sounds. (Point to the boxed *m*.) This sound is (pause) **mmm**. What sound? (Touch *m*.) *mmm*.
- (test items) (Point to each unboxed sound in the column. For each sound, ask:) Is this (pause) **mmm**?

(Circle 1 point on the scoring sheet for each correct response at step *d*.)

- (Point to the boxed *a*.) This sound is (pause) **āāā**. What sound? (Touch *a*.) *āāā*.
- (test items) (Point to each unboxed sound in the column. For each sound, ask:) Is this (pause) **āāā**?

m

a

m

a

a

m

a

Task 3 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *c*.)

- a. Let's play Say It Fast. Listen. **Ice** (pause) **box**. I can say it fast. **Icebox**.
- b. (test item) Listen. **Foot** (pause) **ball**. (Pause.) Say it fast. **Football**. Yes, **football**.
- c. (test item) Here's another word. Listen. (Pause.) **Nnnōōōzzz**. (Pause.) Say it fast. **Nose**. Yes, **nose**.

Task 4 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *d*.)

(This is an oral task. Do not stop between the sounds when saying **zzzōōō** or **wwwēēē**.)

- a. First I'll say a word slowly. Then you'll say that word slowly. I'll say (Pause) **zoo** slowly. Listen. (Pause.) **Zzzōōō**.
- b. (test item) Your turn. Say (pause) **zzzōōō**. **Zzzōōō**.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)
- c. Now I'll say (pause) **wē** slowly. Listen. (pause.) **Wwwēēē**.
- d. (test item) Your turn. Say (pause) **wwwēēē**.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)

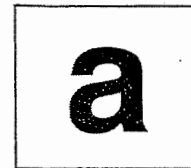
Add the number of points the child earned on part 1. Note: Administer part 2 **only** to children who made 19 or 20 points on part 1.

PART 2

Task 1 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *a* and *b*.)

- a. (test item) Point to the boxed **m**. Let's see if you remember this sound. (Pause.) What sound? (Touch **m**.) **mmm**.
- b. (test item) Point to the boxed **a**. Let's see if you remember this sound. (Pause.) What sound? (Touch **a**.) **āāā**.



Task 2 Total possible: 6 points

(Circle 1 point on the scoring sheet for each correct response at *b*, *c*, and *d*.)

- a. I'll say a word slowly. Then I'll say it fast. Listen. (Pause.) **Mmmaaannn**. (Pause.) I can say it fast. **Man**.
- b. (test item) Your turn. Say (pause) **iiinnn**. **iiinnn**. (test item) Say it fast. **In**.
- c. (test item) Your turn. Say (pause) **aaat**. **Aaat**. (test item) Say it fast. **At**.
- d. (test item) Your turn. Say (pause) **sssiit**. **Sssiiit**. (test item) Say it fast. **Sit**.

End of Placement Test

Date:

Administrator:

Observer:

1st Grade Placement Test Assessment Integrity Checklist		
	YES	NO
1. Present placement test to each child individually.		
2. Children are not to observe other children taking the placement test before they take the test themselves		
3. Read instructions: I want you to read this story very carefully. Take your time. Start with the title and read the story as well as you can.		
4. Allow each child 2.5 minutes to read the passage.		
5. Stop the child who hasn't finished after 2.5 minutes		
6. Record each child's time and tally the child's errors on a test summary form.		
7. Count errors: correctly		

OPTIONAL MATERIALS

Include

1. *Independent Readers. Reading Mastery, Grade 1* has optional Independent Reader Libraries. See Appendix page 103.
2. *Curriculum Based Assessment and Fluency Handbook. Reading Mastery, Grade 1* has an optional and complete system for monitoring student performance.

PLACEMENT

No placement test is required for children who met the final Fluency: Rate/Accuracy criterion in *Reading Mastery, Grade K*. Place those children as follows:

- Children who passed all individual Fluency Checkouts on their first attempt (without first failing a checkout and then later making it up) start at lesson 11 of *Reading Mastery, Grade 1* and proceed at the rate of one lesson a day.
- Children who initially failed some individual Fluency Checkouts but who successfully passed the final Fluency Checkout at lesson 160 start at lesson 1 in *Reading Mastery, Grade 1* and proceed at the rate of one lesson a day.

The placement test should be presented to the following children:

- Children who completed more than 135 lessons of *Reading Mastery, Grade K*, but who did not complete all 160 lessons. (Children who did not get as far as lesson 135 in *Reading Mastery, Grade K* are to continue where they left off at the end of the year and are to complete *Reading Mastery, Grade K* before starting *Reading Mastery, Grade 1*.)
- Children who initially failed the final Fluency Checkout at lesson 160 of *Reading Mastery, Grade K*.
- Children who are to be placed in a *Reading Mastery* program after completing one year of instruction in another reading program.

Placement Test

The test appears on page 1 of *Storybook 1*. A copy appears below, with the instructions for administering the test.

Present the placement test to each child individually before beginning *Reading Mastery, Grade 1*. Children are not to observe other children taking the placement test before they take the test themselves.

Instructions: I want you to read this story very carefully. Take your time. Start with the title and read the story as well as you can.

the cow on the rōad

lots of men went down the rōad in a little car.

a cow was sittinġ on the rōad. sō the men ran to the cow. "wē will lift this cow," they said.

but the men did not lift the cow. "this cow is sō fat wē can not lift it."

the cow said, "I am not sō fat. I can lift mē." then the cow got in the car.

the men said, "now wē can not get in the car." sō the men sat on the rōad and the cow went hōme in the car.

the end

Story 1 Placement Test

102 words/2.5 min = 41 wpm

Allow each child 2½ minutes to read the passage.
 Stop the child who hasn't finished after 2½ minutes.
 Record each child's time and tally the child's errors on a test summary form. A sample appears here.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19		
Marisa	2	1:46		
Sandy	13	2:30		

Count any of the following as errors:

1. If a child misidentifies a word, tell the child the word and mark an error.
2. If a child "self-corrects," saying the word incorrectly and then identifying it correctly, mark an error.
3. If a child fails to identify a word after about four seconds, tell the child the word and mark an error.
4. If a child omits a word, point to the place where the word was omitted. If the child correctly reads the word, do not record an error.
5. If a child skips a line of text, point to the appropriate line. If the child correctly reads the words, do not record an error.
6. For the first word a child sounds out instead of saying it fast, (*wwweeennnt* instead of *went*), ask, "What word is that?" If the child identifies the word, do not record an error. If the child sounds it out again, record an error. After the first word a child sounds out, do not ask, "What word is that?" Mark one error for each word that is sounded out.
7. If a child repeats a word or words more than twice in a sentence, mark an error.
8. If a child does not finish the passage during the 2½ minute timing, count every word not read as an error.

Placing the Children in the Program

1. Children who score no more than 3 errors on the entire story begin with lesson 11 and do one lesson a day, except as specified in the Presentation Book.
2. Children who score between 4 and 8 errors begin at lesson 1 and do one lesson a day, except as specified in the Presentation Book.
3. Children who make more than 8 errors are placed in *Reading Mastery*, Grade K. To determine an appropriate placement for these children, give them the individual Fluency Checkouts from *Reading Mastery*, Grade K, Presentation Book C and the Storybooks. Start with the Fluency Checkout for lesson 140. If a child passes this Fluency Checkout, place the child at lesson 141. If a child does not pass it, present the Fluency Checkout for lesson 130. Continue in this manner until the child passes a Fluency Checkout. Place the child in the lesson number following the Fluency Checkout that the child passes.

Here is a sample test summary form indicating the group and lesson placement for each child.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19	1	b
Marisa	2	1:46	11	a
Sandy	13	2:30	121(RM)	c

Initial Grouping of the Children

Here are the rules for initially grouping the children:

1. If possible, avoid dividing the class into more than three small groups.
2. Make the lowest-performing group the smallest, preferably with no more than five or six children.
3. Make the higher-performing groups larger. The top group and the middle group may contain as many as twelve children.
4. As the children progress through the program, the groups may be made larger.

Date:
 Administrator:
 Observer:

2nd Grade Placement Test Assessment Integrity Checklist

	Student #1		Student #2		Student #3	
	Yes	No	Yes	No	Yes	No
1. Call a student to a corner of the room, where the test will be given.						
2. Give a copy of the test to the student.						
3. Point to the column of words at the top of the test.						
4. Tell the student: Touch word 1. (pause.) That word is expert .						
5. Repeat step 4 for words 2-10.						
6. Say your turn to read those words. Word 1. What word?						
7. Repeat for words 2-10.						
8. Repeat step 6 until firm.						
9. Point to the passage in part 1.						
10. Tell the student: You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make sense. You have three minutes to read the passage. Go.						
11. Time the student. If the student takes more than three seconds on a word, count it as an error, and permit the student to continue reading. Make one tally mark for each error.						
12. Count errors correctly.						
13. Collect the test sheets.						
14. For students who have met the criteria, present part 2.						
15. Administer part 2 no more than two hours after students complete part 1. Here are the steps to follow:						
16. Assemble the students.						
17. Give each student a copy of the placement test.						
18. Give the group these instructions: Follow along as I read the passage you read earlier.						
19. After reading the passage, say: At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline answers. You have two minutes to finish.						
20. Time the students. Collect the test sheet after two minutes.						

Date:
Administrator:
Observer:

APPENDIX A

PLACEMENT

Administering the Placement Test

As a rule of thumb, students who have successfully completed *Reading Mastery Signature Edition, Grade 1* or a first grade reading program should be able to succeed in *Reading Mastery Signature Grade 2*. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per hundred words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition, Grade 2* or *Reading Mastery Signature Edition, Transition*.

The reproducible Placement Test on page 76a determines the rate-accuracy and comprehension performance of students. Administer the test to all students before placing them in *Reading Mastery Signature Edition, Grade 2* or *Reading Mastery Signature Edition, Transition*. The test results will provide you with:

- "baseline" information about students' reading rate and accuracy.
- a basis for gauging the progress of students who are prepared to begin Grade 2.
- a means of identifying students who need the additional instruction and practice provided by Transition and those who should be placed in a Grade 1 sequence.

Instructions

- Make a copy of the blackline master of the Transition Placement Test (page 76a) for each student.
- Part 1 of the test consists of ten vocabulary words and a reading passage. The vocabulary word reading is not scored. The reading passage contains 159 words and is timed and scored.
- Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about three minutes per student. You will need a stopwatch.
- Part 2 of the test may be presented to all the students at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage. Students have two minutes to complete part 2.

Test Administration Directions

Part 1—Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a copy of the test to the student.)
 - (Teacher reference:)

- | | |
|---------------|----------------|
| 1. expert | 7. difference |
| 2. clinic | 8. mirror |
| 3. interest | 9. through |
| 4. changes | 10. practicing |
| 5. themselves | 11. questions |
| 6. people | |

Date:
Administrator:
Observer:

- c. (Point to the column of words at the top of the test. Tell the student:) Touch word 1. (Pause.) That word is **expert**.
- d. (Repeat step c for words 2–10.)
- e. Your turn to read those words.
- f. Word 1. What word?
 - (Repeat for words 2–10.)
- g. (Repeat step f until firm.)

Part 1 – Passage Reading

- h. (Point to the passage in part 1.)
- i. (Tell the student:) You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have three minutes to read the passage. Go.
- j. (Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. Make one tally mark for each error.)

Count each of the following behaviors as an error:

- Misreading a word
- Omitting a word part
- Skipping a word
- Skipping a line (Immediately show the student the correct line.)
- Not identifying a word within three seconds (Tell the word.)

Also count each word not read by the end of the three-minute time limit as an error. For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)

- k. (Collect the test sheets.)

Criteria for Part 1

- Students who make 5 or fewer errors and read the passage in two minutes or less should proceed to part 2 of this test.
- Students who make fewer than 8 errors or read the passage between 2:01 and 3:00 minutes do not proceed to part 2 of this test. These students should be placed in the *Reading Mastery Signature Edition*, Transition program.
- Students who make 8 or more errors should be placed in the Grade 1 sequence or in a reading program with comparable decoding skills.

Part 2 – Story Items

For students who have met the criteria, present part 2, which is a group test. Administer part 2 no more than two hours after students complete part 1. Here are the steps to follow:

- a. (Assemble the students.)
- b. (Give each student a copy of the placement test.)
- c. (Give the group these instructions:) Follow along as I read the passage you read earlier.

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

Date:
Administrator:
Observer:

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

"Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

(After reading the passage, say) At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline the answers. You have two minutes to finish.

d. (Time the students. Collect the test sheets after two minutes.)

Answer Key Part 2

1. What was the first name of the man in the story? Bill
2. Underline 4 things he did to try to be more interesting.
 - frown more
 - talk louder
 - smile more
 - talk softer
 - whisper
 - talk faster
 - ask questions
 - talk slower
 - answer questions
3. His problem was that he
 - was old
 - had five dogs
 - put people to sleep

4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.

Sleep More Clinic

Scoring Criteria for the Placement Test

All students who made more than 8 errors on part 1 of the Placement test should be placed in the Grade 1 sequence or in a program that teaches comparable decoding skills.

Students who **should** be placed in the Transition program and begin instruction on Lesson 1 meet one of the following criteria on the Placement Test:

- Students who made fewer than 8 errors on part 1 and read the passage between 2:01 and 3 minutes.
- Students who made 6 or 7 errors on part 1 and read the passage in 2 minutes or less.
- Students who made 5 or fewer errors on part 1 and read the passage in 2 minutes or less and made 2 or more errors on part 2.

Students who made 5 or fewer errors on part 1, read the passage in 2 minutes or less and made 1 or no errors on part 2 should be placed in the Grade 2 sequence and begin instruction on Lesson 1. These students can also be placed in the Transition program if necessary.

Date:
 Administrator:
 Observer:

The following table shows the placement criteria for the Placement Test:

Performance			
Errors Part 1	Time Part 1	Errors Part 2	Placement
8 or more	3 minutes or less	NA	Grade 1
Fewer than 8	2:01 to 3 minutes	NA	Transition
6 or 7	2 minutes or less	NA	Transition
5 or fewer	2 minutes or less	2 or more	Transition
5 or fewer	2 minutes or less	1 or 0	Grade 2 OR Transition

Rate Table for the Placement Test

The following table shows the words per minute students read for specific times and numbers of errors on part 1 of the Placement Test.

Time	Errors								
	0	1	2	3	4	5	6	7	8
3:00	53	53	52	52	52	51	51	51	50
2:50	56	56	55	55	55	54	54	54	53
2:40	60	59	59	59	58	58	57	57	57
2:30	64	63	63	62	62	62	61	61	60
2:20	68	68	67	67	66	66	66	65	65
2:10	73	73	72	72	72	71	71	70	70
2:00	80	79	79	78	78	77	77	76	76
1:50	87	86	86	85	85	84	83	83	82
1:40	95	95	94	94	93	92	92	91	91
1:30	106	105	105	104	103	103	102	101	101
	Words per minute								

Name _____

Part 1

- 1. expert
- 2. clinic
- 3. interest
- 4. changes
- 5. themselves
- 6. people
- 7. difference
- 8. mirror
- 9. through
- 10. practicing
- 11. questions

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

"Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

Part 2

1. What was the first name of the man in the story?

2. Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - answer questions
 - talk louder
 - talk softer
 - talk faster
 - talk slower
3. His problem was that he
 - was old
 - had five dogs
 - put people to sleep
4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.

Date:
Administrator:
Observer:

Date:

Administrator:

Observer:

3rd Grade Placement Test Assessment Integrity Checklist		
	YES	NO
1. Call a student to a corner of the room, where the test will be given.		
2. Give a copy of the test to the student.		
3. Point to the column of words at the top of the test. Tell the student: "Touch word 1." (Wait.) "That word is California."		
4. Repeat step 3 for words 2-5.		
5. Point to the passage in part 1.		
6. Tell the student: "You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go."		
7. Time the student.		
8. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading.		
9. To record errors, make one tally mark for each error.		
10. Count errors correctly.		
11. After you've administered Part 1 to all the students, present Part 2 to those students who made no more than six errors on Part 1. (Part 2 is a group test.)		
12. Assemble the students		
13. Give each student a copy of the placement test.		
14. Make sure the students have pencils.		
15. Give the group these instructions: "These are questions about the passage that you read earlier. Write the answers to the comprehension items at the bottom of your paper. You have five minutes to finish the questions."		
16. Collect the test sheets after five minutes.		

Administering the Placement Test

As a rule, students who have performed well in a second grade reading program should be able to succeed in *Reading Mastery Signature Edition, Grade 3*. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per 100 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition, Grade 3*.

The placement test on page 74 determines the rate-accuracy and comprehension performance of students. Administer the test to all the students before placing them in the program. The test results will provide you with:

- “baseline” information about their reading rate and accuracy
- a basis for evaluating their improvement after they have completed the program
- a means of identifying students who may be placed in the program “on trial,” and those who should not be placed in the program.

Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about two minutes per student. You will need a stop watch. *If students make more than six errors on Part 1, do not administer Part 2 to those students.*

Part 2 of the test may be presented to more than one student at the same time. Part 2 requires the students to write answers to comprehension questions about the Part 1 passage.

Instructions for Part 1

Reproduce the one-page Placement Test that appears on page 74. Make one copy for each student that you are to test.

1. Call a student to a corner of the room, where the test will be given.
2. Give a copy of the test to the student.
3. Point to the column of words at the top of the test. Tell the student: “Touch word 1.” (Wait.) “That word is California.”
4. Repeat step 3 for words 2–5.
5. Point to the passage in part 1.
6. Tell the student: “You’re going to read this passage out loud. I want you to read it as well as you can. Don’t try to read it so fast that you make mistakes. But don’t read it so slowly that it doesn’t make any sense. You have two minutes to read the passage. Go.”
7. Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. To record errors, make one tally mark for each error.

Count all the following behaviors as errors:

- Misreading a word (Count as one error.)
- Omitting a word part (Listen carefully for s and ed.) (Count as one error.)
- Sounding out a word but not saying the word at a normal speaking rate (Count as one error.)
- Skipping a word (Count as one error.)
- Skipping a line (Immediately show the student the correct line.) (Count as one error.)
- Not identifying a word within three seconds (Tell the word.) (Count as one error.)
- Reading a word incorrectly and then reading it correctly (Count as one error.)

Also count each word not read by the end of the two-minute time limit as an error. For example, if the student is eight words from the end of the passage by the end of the time limit, count eight errors.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2 to those students who made no more than six errors on Part 1. (Part 2 is a group test.)

1. Assemble the students.
2. Give each student a copy of the placement test.

3. Make sure the students have pencils.
4. Give the group these instructions:
"These are questions about the passage that you read earlier. Write the answers to the comprehension items at the bottom of your paper. You have five minutes to finish the questions."
5. Collect the test sheets after five minutes

Answer Key Part 2

1. Idea: Because the ship was on fire
2. Linda, Kathy 3. lifeboats
4. Linda 5. 13 6. >10 7. hand
8. Idea: In a lifeboat 9. Japan
10. Idea: To see their father 11. 3 days

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes seven errors or more on Part 1 OR three errors or more on Part 2	Place the student in a reading program more elementary than <i>Reading Mastery Signature Edition, Grade 3.</i>
If a student makes no more than six errors on Part 1 AND no more than two error on Part 2.	Place the student at <i>Reading Mastery Signature Edition, Grade 3, Level 1.</i>

If you suspect that some students are too advanced for the program (students who score 0 or 1 on the placement test and who exhibit good comprehension skills), present the main story from lesson 103 to them. Present the tasks specified for the main story oral reading, and assign items 1–10 (17 responses) from lesson 103 in the workbook.

If the student makes no more than eight story-reading errors and no more than two workbook errors on lesson 103, place the student in a higher-level program, *Reading Mastery Signature Edition, Grade 4*.

Remedies

- If students fail Part 1, they are weak in decoding. The simplest remedy for these students is to select material that they are able to read without making more than two errors per 100 words. Set rate criterion for these students (based on the

rate at which they are able to read making no more than two errors per 100 words) and as they improve, change the criterion so they are required to read faster.

Continue to provide lots of practice until the students read at the minimum rate of 100 words per minute without making more than two errors per 100 words.

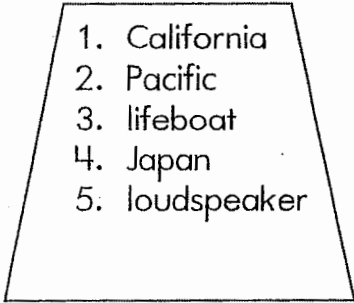
- If students fail Part 2, provide practice on basic comprehension questions (who, what, when, where, why). Direct these students to read aloud. Ask questions after each sentence. Make sure that each question can be clearly answered by the passage that the students read. Provide this kind of practice until the students are proficient at answering questions.

When you feel the students are firm on skills that were initially deficient, readminister the placement test.

Name _____

READING MASTERY SIGNATURE EDITION GRADE 3 PLACEMENT TEST

Part 1

- 
1. California
 2. Pacific
 3. lifeboat
 4. Japan
 5. loudspeaker

“Fire! Fire!” a voice said over the loudspeaker. “The forward deck is on fire,” the voice announced. “Everybody, leave the ship. Get into the lifeboats!”

Linda and her sister were on their way from the United States to Japan. Linda was thirteen years old, three years older than Kathy. Their father was in Japan, and they were on their way to visit him. Three days before, they had left California on a great ship called an ocean liner. They were now somewhere in the middle of the Pacific Ocean.

“Fire! Fire!” the voice shouted. “Everybody get into the lifeboats!”

People were running this way and that way on the deck of the ship. They were yelling and crying.

“Hold on to my hand,” Linda said. The girls went to the lifeboats. People were all around them, shoving and yelling. Linda could not see much. She was afraid. Suddenly she was no longer holding Kathy’s hand.

Suddenly a strong pair of arms grabbed Linda. “In you go,” a voice said. A big man picked Linda up and put her in the lifeboat.

“Where’s my sister?” Linda asked. Linda looked but she couldn’t see her younger sister.

Part 2

1. Why was everybody trying to leave the ship?

2. Name the two sisters that were on the ship.

3. People were trying to get into the

4. Which sister was older? _____
5. How old was that girl? _____
6. How old was her sister? _____
7. Linda told Kathy, “Hold on to my _____.”
8. When the big man picked up Linda, where did he put her? _____
9. What country were the girls going to?

10. Why were the girls going there?

11. How long had they been on the ship? _____

Date:

Administrator:

Observer:

4th Grade Placement Test Assessment Integrity Checklist		
	YES	NO
1. Give the student a copy of the placement test.		
2. Point to the passage and say: You're going to read the passage aloud. I want you to read it as well as you can. Don't try to read it so fast you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.		
3. Time the student and make one tally mark for each error.		
4. After two minutes, stop the student.		
5. Total the student's errors.		
6. Count errors correctly		
7. After all the students have finished part 1, administer part 2 to the entire group.		
8. Assemble the students.		
9. Give each student a copy of the placement test.		
10. Say: Here is the passage you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go.		
11. Collect the test papers after seven minutes.		
12. Total each student's errors.		

The Placement Test

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) You're going to read the passage aloud. I want you to read it as well as you can. Don't try to read it so fast you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.
3. (Time the student and make one tally mark for each error.)
4. (After two minutes, stop the student. Count every word not read as an error.)
5. (Total the student's errors.)

Use the following guidelines for counting decoding errors in part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as *s* or *ed*, count one error.
- If the student reads a word incorrectly and then correctly, count one error.
- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if

the student is eight words from the end of the passage at the end of the time limit, count eight errors.

Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) Here is the passage you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go.
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key below.)

Answer Key for Part 2

1. Idea: *the Bermuda Islands*
2. Idea: *to dive; to see the bottom of the ocean*
3. Response: *warm*
4. Response: *the guide*
5. Ideas: *partner; person*
6. Idea: *Signal the guide.*
7. Idea: *Go to the surface of the water.*
8. Idea: *The diver might get the bends.*
9. Response: *pressure*

Placement Guidelines

Place your students as follows:

- Students who made zero errors or one error should be given the placement test for *Reading Mastery Signature Edition, Grade 5.*
- Students who made zero to six errors on part 1 and zero to two errors on part 2 can be placed in *Reading Mastery Signature Edition, Grade 4.*
- Students who made more than six errors on part 1 or more than two errors on part 2 should be given the placement test for *Reading Mastery Signature Edition, Grade 3.*

Placement Test

PART 1

An Underwater World

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was about 1,600 kilometers east of Florida. They were south of the Bermuda Islands. Darla was the last diver to go down the ladder and enter the warm water.

"Now stick together," the guide said as he floated with his mask tilted back on his forehead. "You've got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody's going to get lost."

The guide continued, "If you get separated, go to the surface of the water. Don't try to look for the rest of us. Just go to the surface. And remember, don't go up too fast. Take at least two minutes to go up, or you may get the bends."

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

Name _____

PART 2

1. Near which islands does this story take place?

2. Why was the group in this place?

3. Was the water warm or cold?

4. Who led the group?

5. Each diver was supposed to stay with a

6. What was a diver supposed to do if the diver wanted to stop to examine something?

7. What was a diver supposed to do if the diver got separated from the group?

8. What problem would the diver have if the diver went up to the surface too fast?

9. This problem was caused by the great _____ of the water.

DIBELS

DIBELS Next Progress Monitoring

Complete this assignment for at least 2 students in your Language Arts Group

1. Compare the student's scores from the 1st grade benchmark assessment and grade level benchmark assessment, given on testing night, to the DIBELS Benchmarks Scores to determine deficit areas. Plan to progress monitor the student in all deficit areas.
2. Complete Survey Level Assessment
3. If the student is performing above the first grade benchmark for DORF, use the Survey Level Assessment Chart and procedure to determine the student's reading level.
4. Use the following steps to prepare a graph for each area you will progress monitor the student
 - a. Label the graph on x and y axis
 - b. Label the weeks on the x axis
 - c. Chart the students benchmark score
 - d. Set a target by completing the following formula
$$\text{Benchmark score} + (\text{weeks} \times 2 \text{ sounds or words per week}) = \text{Target}$$
 - e. Mark target on graph and put a circle around it
 - f. Draw the aim line from the benchmark to the target with a ruler
5. Print off progress monitoring booklets for each area you will progress monitor
6. Test the student one time each week in each area you are progress monitoring
7. Mark scores on graph on the week you progress monitored the student
8. Discuss data each week with mentor teacher. After 3 data collection points discuss the following questions
 - a. Is the data stable?
 - b. According to the aim line, is the student making appropriate progress to reach the target?
 - c. What decisions should I make as a teacher?
 - d. The target should only be adjusted if it has become too easy. If the student does not appear to be making adequate progress to reach the goal, the instruction should be adjusted rather than the target.

SURVEY LEVEL ASSESSMENT – READING

STUDENT: _____ GRADE: _____ DATE: _____
 EXAMINER: _____

Directions: Starting at the student’s grade level, select *three passages*. Have the student read each orally for *one minute*. Record the words read correct (WRC)* and number of errors. Continue testing down in reading levels until the student is able to successfully meet the performance criteria (see below). Test until you find the students *highest instructional level*.

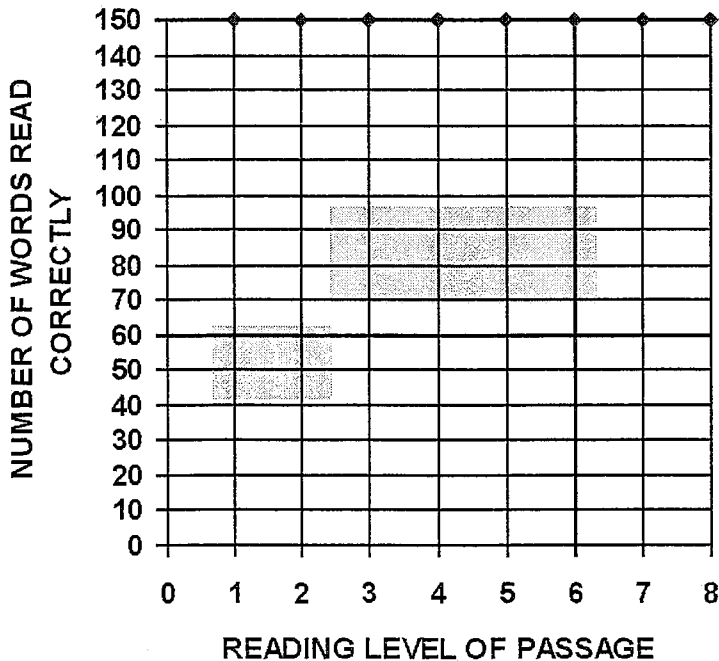
* Words Read Correctly = The total words read minus errors.
 ** Median = Middle score

Instructional level: _____ Median WRC: _____ Median Errors: _____

TABLE OF SCORES				
READING LEVEL	PASSAGE #1 WRC/ERRORS	PASSAGE #2 WRC/ERRORS	PASSAGE #3 WRC/ERRORS	**MEDIAN WRC/ERRORS
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/

CRITERIA FOR DETERMINING STUDENT’S INSTRUCTIONAL LEVEL		
INSTRUCTIONAL LEVEL	WRC (EXPECTED RANGE)	READING ERRORS (EXPECTED RANGE)
1-2	40-60	4 OR FEWER
3-6	70-100	6 OR FEWER

STUDENT PERFORMANCE GRAPH



LEVELS OF MATERIALS FOR PROGRESS MONITORING	
INSTRUCTIONAL LEVEL	MONITORING LEVEL
1	1
2	2
3	4
4	5
5	6
6	7
7	8

= Instructional Level Range

Math CBA

Teacher:

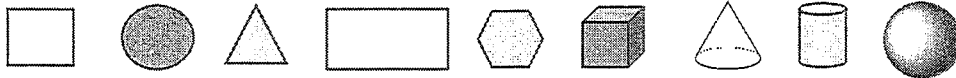
- | | |
|--|--------|
| | USOE |
| 1. Count to 25: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 | cc.k.1 |
| 2. Start at 6 and count until I tell you to stop. (<i>Stop at 20</i>) Yes No | cc.k.2 |
| 3. Count these blocks and tell me how many there are. (<i>Present group of 7 blocks</i>) 7 | cc.k.4 |
| 4. Olivia has 3 pets and Sophie has 2 pets. How many pets do they have altogether?
(<i>Student may draw picture to solve</i>) 5 | oa.k.2 |
| 5. What number added to 6 makes 10? 4 | oa.k.4 |
| 6. There are 6 red books on a shelf. There are 4 blue books on the shelf.
How many more red books are there than blue books? 2 | oa.1.2 |
| 7. Make a group of 9 blocks. (<i>Provide 15 blocks</i>) Yes No | no.k.1 |
| 8. Make a group of 13 blocks. (<i>Provide 15 blocks</i>) Yes No | no.k.1 |
| 9. How many tens are in 14? One | no.1.2 |
| 10. How many ones are in 14? Four | no.1.2 |
| 11. What is ten more than 20? 30 | no.1.5 |
| 12. What is ten more than 15? 25 | no.1.5 |
| 13. What is forty minus twenty? 20 | no.1.6 |
| 14. (<i>Show combined set</i>) How many blue blocks are there? How many red blocks? | md.k.3 |
| 15. (<i>Indicate 2 Unifix strips</i>) Which of these is tallest? Which is shortest? Yes No | md.k.2 |
| 16. (<i>Indicate 3 Unifix strips</i>) Put these in order from longest to shortest. Yes No | md.1.3 |

Student Form (over)

17. Name these shapes. g.k.2
Square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere
18. Divide this rectangle into halves. g.1.3
19. Divide this circle into fourths. g.1.3
- 20-25. Answer as many of these problems as you can.
 2:00, 9:30 13, 15 6, 6 12, 20 3, 10 28, 51

Go to Side 2

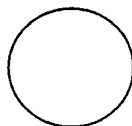
17. Name these shapes.



18. Divide this rectangle into halves.

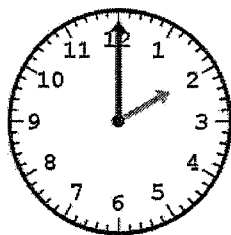


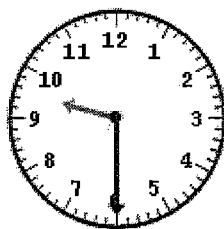
19. Divide this circle into fourths.



20. Write the times for these clocks:

md.1.3





21.
$$\begin{array}{r} 3 \\ 6 \\ +4 \\ \hline \end{array}$$

$12 + 2 + 1 =$

oa.1.2

22. $4 + 2 =$

$2 + 4 =$

oa.1.3

23.
$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

$17 + 3 =$

oa.1.6

24. $7 + \underline{\quad} = 10$

$\underline{\quad} - 7 = 3$

oa.1.8

25. $23 + 5 =$

$32 + 19 =$

no.1.4

Student _____

Date _____

Grade _____

Math CBA 2 Teacher Form

Teacher

USOE

1. (oral) What is $5 + 6$? *11* oa.2.2
2. (oral) What is $11 + 8$? *19* oa.2.2
3. Count to 50 by fives. *5 10 15 20 25 30 35 40 45 50* no.2.2
4. Count to 100 by tens. *10 20 30 40 50 60 70 80 90 100* no.2.2
5. Count to 1000 by hundreds. *100 200 300 400 500 600 700 800 900 1000* no.2.2
6. What is 200 plus 10? *210* no.2.8
7. What is 200 plus 100? *300* no.2.8
8. What is 200 minus 10? *190* no.2.8
9. What is 200 minus 100? *100* no.2.8

Student form

10. (point) What is this number? *Five hundred ninety-two* no.2.3
11. (point) What is this number? *Three hundred forty-six* no.2.3
12. (point) What is this number? *Six hundred thirty-seven* no.2.3
13. (Point and read) *Odd Even* oa.2.3
14. (Point and read) *16* oa.2.4
15. (Point and read) *700 20* no.2.1
16. (Prompt to fill box with correct sign) *< (less than)* no.2.4
17. (Point and read) *$4\frac{1}{2}$ (unit not required)* md.2.1
18. (Point and read) *9, 5* md.2.6
19. (Point and read) *2:05 7:40* md.2.7
20. (Point and read) *Triangle, quadrilateral, pentagon, hexagon, cube* g.2.1
21. (Point and read) *Shows thirds either direction* g.2.3
22. (Point and read) *31* oa.2.1
23. (Point and read) *75¢* md.2.8
24. Answer these problems. *84 18* no.2.5
25. *110* no.2.6
26. *808 242* no.2.7

Student _____

Date _____

Grade _____

Student Form

USOE
no.2.3

10. **592**

11. **three hundred forty-six**

no.2.3

12. **600 + 30 + 7 =**

no.2.3

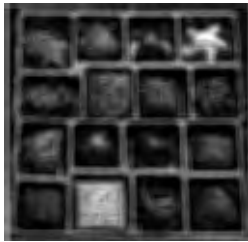
13. Does this group have an odd number or an even number of stars?

oa.2.3



14. Sally got a box of chocolates for Valentine's Day. She wants to eat one row of chocolates each day. How many chocolates will she eat in four days?

oa.2.4



15. What is the value of the underlined digit in this number? 724 329

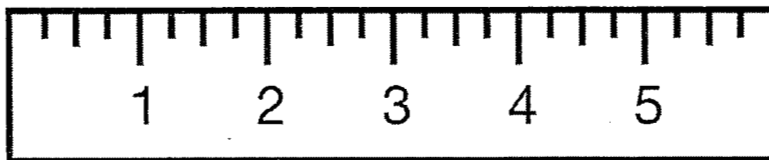
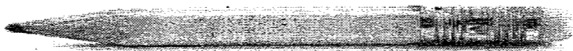
no.2.1

16. 435 532 < > =

no.2.4

17. How long is this pencil?

md.2.1

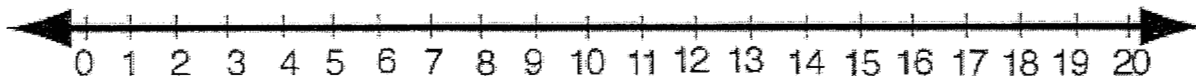


18. Use the number line to solve these problems.

md.2.6

$$5 + 4 =$$

$$14 - 9 =$$



19. Write the time for these clocks.

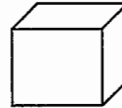
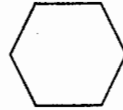
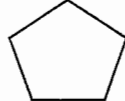
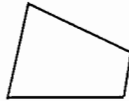
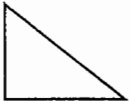
md.2.7





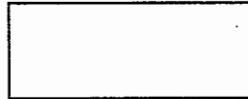
20. Name these shapes.

g.2.1



21. Divide this rectangle into thirds.

g.2.3



22. Patty had 58 gumballs. She gave 27 gumballs to Susan. How many gumballs does Patty have now?

oa.2.1

23. Ashley has 1 quarter, 4 dimes, and 2 nickels in her piggy bank. How much money does Ashley have?

md.2.8

24.
$$\begin{array}{r} 67 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ -29 \\ \hline \end{array}$$

no.2.5

25. $24 + 36 + 18 + 32 =$


no.2.6

26.
$$\begin{array}{r} 482 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 568 \\ -326 \\ \hline \end{array}$$

no.2.7

Answer Key

1. 7
2. 32
3. 20
4. 200
5. 5:00 (p.m.)
6. $3\frac{1}{4}$ (inches)
7. $\frac{2}{3}$
8. $1\frac{1}{2}$
9. 
10. 16 (square units)
11. 16 (square units)
12. $\frac{1}{4}$
13. 8, 8
14. 40
15. 24, 8
16. 383, 188
17. 60, 100

Student _____

Date _____

Grade _____

Student

USOE

1. There were 42 jellybeans. I put them into 6 cups. How many jellybeans were in each cup?

oa.3.2

2. Maya had 4 bunnies. Each bunny had 8 babies. How many babies were there in all?

oa.3.3

3. Round 17 to the nearest ten.

no.3.1

4. Round 234 to the nearest hundred.

no.3.1

5. Hannah is making brownies. They need to bake for 30 minutes. She put them in the oven at 4:30 p.m. At what time should she take them out?

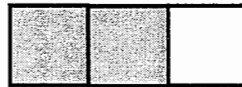
md.3.1

6. How long is this pencil? _____

md.3.4

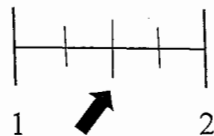


7. What fraction is shaded? _____



no-f.3.1

8. Write this fraction. _____



no-f.3.2

9. Circle the quadrilateral.

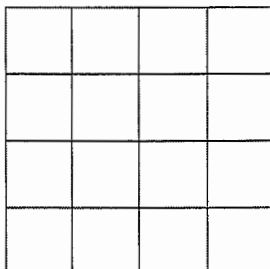


g.3.1

Go to side 2

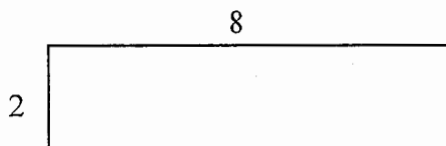
10. What is the area of this figure?

md.3.6



11. What is the area of this rectangle?

md.3.7



12. What fraction of this shape is missing?

g.3.2



1/2 1/3 1/4 3/4

13. $24 = 3 \times \underline{\hspace{2cm}}$

$56 \div \underline{\hspace{2cm}} = 7$

oa.3.4

14. $5 \times 8 = 40$, so $8 \times 5 = \underline{\hspace{2cm}}$

oa.3.5

15. $4 \times 6 = \underline{\hspace{2cm}}$

$48 \div 6 = \underline{\hspace{2cm}}$

oa.3.7

16.
$$\begin{array}{r} 236 \\ + 147 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ - 275 \\ \hline \end{array}$$




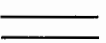
no.3.2

17. $10 \times 6 = \underline{\hspace{2cm}}$

$5 \times 20 = \underline{\hspace{2cm}}$

no.3.3

Math CBA 4

1. 8, 5
2. $4 \times 8 = 32$
3. *One thousand two hundred thirty-four*
4. $3 \times 1000 + 4 \times 100 + 2 \times 10 + 7$
5. 345,780
6. 345,800s
7. 346,000
8. *Tisha*
9. 10, 50
10. 110,535 31,193
11. 3,132 66,048
12. 81
13. $\frac{4}{6}$ $\frac{1}{3}$
14. $1\frac{1}{4}$
15. 50
16. 62
17. 500 3
18. a. 
b. 
c. 
d. 

Student _____

Date _____

Grade _____

USOE
oa.4.1

1. Fill in the missing numbers.

$$8 \times 6 = 6 \times \underline{\quad} \quad 5 \times 9 = 9 \times \underline{\quad}$$

2. Write an equation and solve this problem.

oa.4.2

*I have 4 packs of bubblegum. Each pack contains 8 pieces of gum.
How many pieces of bubblegum do I have in all?*

3. Write the name for this number: **1,234**

no.4.2

4. Write this number in expanded notation: **3,427**

no.4.2

5. Round **345,782** to nearest 10.

no.4.3

6. Round **345,782** to nearest 100.

no.4.3

7. Round **345,782** to nearest 1,000.

no.4.3

8. *Mario has $\frac{3}{5}$ of a candy bar. Tisha has $\frac{2}{3}$ of the same kind of candy bar.
Who has more?*

no-f.4.2

9. $800 \div 80 = \underline{\quad}$ 500 equals how many tens? $\underline{\quad}$

no.4.1

10.
$$\begin{array}{r} 93,486 \\ + 17,049 \\ \hline \end{array}$$

$$\begin{array}{r} 45,001 \\ - 13,808 \\ \hline \end{array}$$

no.4.4

11.
$$\begin{array}{r} 87 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 8,256 \\ \times 8 \\ \hline \end{array}$$

no.4.5

Student _____

Date _____

Grade _____

12. $6 \overline{)486}$

no.4.6

13. $\frac{1}{6} + \underline{\hspace{1cm}} = \frac{5}{6}$ $\frac{2}{3} - \frac{1}{3} = \underline{\hspace{1cm}}$

no-f.4.3

14. $5 \times \frac{1}{4} = \underline{\hspace{1cm}}$

no-f.4.4

15. $\frac{5}{10} = \underline{\hspace{1cm}} / 100$

no-f.4.5

16. $.62 = \underline{\hspace{1cm}} / 100$

no-f.4.6

17. $5 \text{ m} = \underline{\hspace{1cm}} \text{ cm}$ $\underline{\hspace{1cm}} \text{ tsp.} = 1 \text{ tbsp.}$

md.4.1

18. Draw the following:

g.4.1

a. line segment

b. ray

c. right angle

d. parallel lines

Math CBA 5

1. 12×48 . There are more groups of 12, so the product is larger.
2. $12 \times 1/5$. There are more fifths, so the product is larger.
3. 5
4. Ten times larger.
5. Ten times smaller.
6. 432
7. 1.002 1.02 1.2
8. 1.1
9. 1
10. 334,836
11. 42
12. 9.6 3.6 13.44 4
13. 10
14. $17/12$ or $1 \frac{5}{12}$
15. $5/3$ or $1 \frac{2}{3}$
16. $1/27$
17. 1.3
18. 2
19. 24

Student _____

Date _____

Grade _____

USOE
no-f.5.5a1. Without multiplying, which product is larger and why? 12×12 or 12×48 .

no-f.5.5b

2. Without multiplying, which product is larger and why? $12 \times 1/5$ or $6 \times 1/5$

oa.5.2

3. Divide 144 by 12, and then subtract 7.

no.5.1

4. How much larger is 200 than 20?

no.5.1

5. How much smaller is 0.3 than 3?

no.5.2

6. $4.32 \times 10^2 =$ _____

no.5.3

7. Write these in order from least to greatest: 1.02 1.2 1.002

no.5.4

8. Round **1.069** to the nearest tenth.

no.5.4

9. Round **1.069** to the nearest one.

no.5.5

10.
$$\begin{array}{r} 524 \\ \times 639 \\ \hline \end{array}$$

no.5.6

11. $14 \overline{)588}$

no.5.7

12.
$$\begin{array}{r} 3.4 \\ + 6.2 \\ \hline \end{array} \quad \begin{array}{r} 7.7 \\ - 4.1 \\ \hline \end{array} \quad \begin{array}{r} 5.6 \\ \times 2.4 \\ \hline \end{array} \quad 2.1 \overline{)8.4}$$

oa.5.1

13. $15 - (7 - 2) =$ _____

no-f.5.1

14. $2/3 + 3/4 =$

no-f.5.4a

15. $1/3 \times 5 =$

no-f.5.7

16. $1/9 \div 3 =$ _____

md.5.1

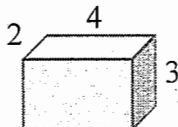
17. 1,300 meters = _____ kilometers

md.5.1

18. 32 ounces = _____ pounds

g.5.1

19. Find the volume of this figure:



Social and Behavioral Strategies

Skill 5: Following Instructions

SKILL STEPS

1. Listen carefully to the instructions.

Remind students that they should think about what is being said.

2. Ask questions about anything you don't understand.

Teach students Asking for Help (Skill 2) or Asking a Question (Skill 9).

3. Repeat the instructions to the person (or to yourself).

This step is necessary to be sure students clearly understand the directions.

4. Follow the instructions.

SUGGESTED MODELING SITUATIONS

- ▶ *School:* A teacher explains an assignment.
- ▶ *Home:* Your mom or dad gives you instructions on how to cook or how to do a chore.
- ▶ *Peer group:* A friend gives you directions for getting to his/her house.
- ▶ *Community:* A security guard at the mall explains rules for behavior.

COMMENTS

For students to perform this skill successfully, they must be able to complete the task required of them independently. The skill will only frustrate them if they follow the steps and then find that the task is too difficult.

Homework Report I

Skill 5: Following Instructions

Name _____ Date _____

SKILL STEPS

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions.

FILL IN NOW

With whom will I try this? _____

When? _____

FILL IN AFTER YOU PRACTICE THE SKILL

What happened? _____

How did I do?



Why did I circle this? _____

Skill 5: Following Instructions

Name _____ Date _____

SKILL STEPS

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions.

When did I practice?

How did I do?









Following Instructions

SKILL STEPS

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions.

When did I practice?

How did I do?



Following Instructions

SKILL STEPS

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions.

When did I practice?

How did I do?



Social Skills Lesson Plan

Direct Teaching Sequence

TC Name:

Utah State Core Associated:

Social Skill:

Materials:

Learning Outcomes:

Lesson Objective:

Key Concepts:

Background Knowledge:

Direct Teaching Sequence

Name & describe the skill

Say the Steps:

Rationale:

Model the skill or behavior (describe how teacher will role play skill)

Guided practice/monitoring (Check for understanding – students practice – role play)

Say the steps:

Do the skill:

Provide Specific feedback and praise (on-going during guided practice)

Feedback:

Praise (corrective feedback):

Closure/plan future practice opportunities:

Independent Practice (ways to generalize skill)

Home Notes

You will create a Home Note to send home with your students a minimum of three times throughout the six week summer practicum. These notes are required to be sent home after the first, third, and final week of the school experience. (Specific dates are listed on the Summer Calendar.)

Your Home Note should include a space for you to write:

1. An academic skill/concept that your students learned in your class.
2. List the steps of the skill/concept as taught in class.
3. A connection statement that will prompt the parent to reinforce use at home.
4. Express positive statements towards the student.

Example:

In our class we have been learning:

1. "How to Raise Our Hand to Get the Teacher's Attention" or "How to Complete a Word Problem Using Addition"
2. Your student has learned these 4 steps.

(list)
3. Please review these steps with your student and see how well s/he has learned this skill!
4. In class, your student, completes her/his work using neat handwriting. S/He is always on-time which helps the class run smoothly.

Please return with your student.

Parent signature: _____

Praise

PRAISE AND RESPONSE DEFINITIONS AND RECORDING PROCEDURES

Note: When observing and recording the teacher candidate's praise and response rate we are focusing on teacher behaviors.

Praise Definitions

- Measure both academic and behavioral praise
 - Academic: *You did a fabulous job writing that answer.*
 - Statements that reinforce the lesson objective
 - Statements that reinforce correct writing or verbal responses associated with the lesson objective
 - Behavioral/social: *You are sitting in "get ready position." Way to go!*
 - Statements that reinforce demonstration of behavioral expectations stated prior to instruction or during instruction
 - Statements that reinforce demonstration of classroom or school rules
 - Statements that reinforce demonstration of social skills
- We are measuring only verbal praise this summer. Thus, no non-verbal praise.
- **Descriptive:** Positive, descriptive response following a desired behavior
 - *"I like the way you remembered that sound"*
 - *"Yes, Jose, 3x2 is 6."*
 - Statements that reinforce behaviors that are contingent
- **General:** Global or broad phrases that reflect a positive response to a desired behavior
 - *"Good job," "Super," "That was fast," "Good job, Serena."*
- **Typical praise/reinforcement errors:** Teacher praise follows an undesirable behavior, praise statement is given as sarcasm, or praise is not sincere. Praise is not contingent on desired behavior.

Additional Praise Examples:

Examples	Non-examples
I saw you sitting in "get ready position" Excellent response on that math problem	You are a nice kid Student is looking away and teacher says, "Wow, I can tell that you are about to look at me. Good job."

Marking the Observation Form:

Token with verbal from teacher = 1

Specific praise statement = 1

General praise statement = 1

Statements that come one right after the other. = 1 (Nice reading—good job)

Statements that have a few seconds in between = 2 (e.g., Good reading.....I like the way you stopped at the period.)

Teacher repeat of a student response = 1

Response Definitions

Response: Student response to a teacher directed cue

Cue: Word, phrase, or question used to focus student(s) attention on the task. Example: "What word", "Together", "What is the next step?"

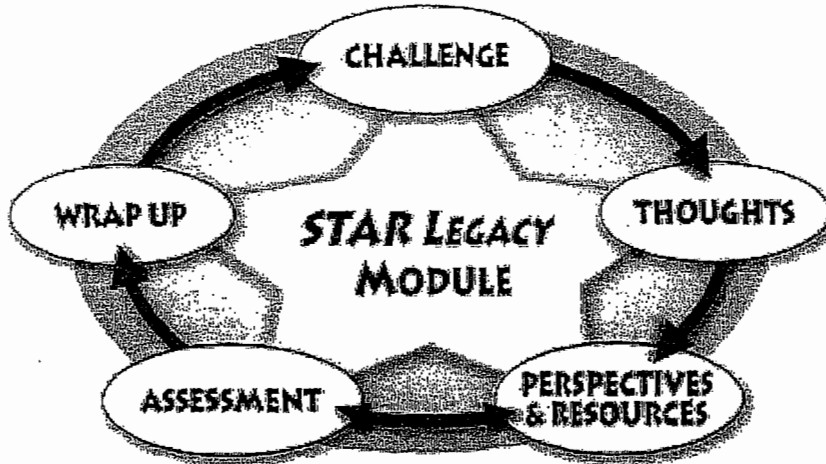
- **Group Response:** The group responds simultaneously and correctly following the teacher cue. Response may be one-word/number or multi-word/number. A typical error is that the group responds correctly, but not simultaneously. If this occurs, it is counted as an incorrect response.
 - "Everyone read."
- **Individual Response:** The pupil responds correctly after the cue. Response may be one-word /number or multi-word/number.
 - Tell me what number goes in the one's column, **Sam**.
- Responses must align to stated instructional objective—collect response data during new content/guided practice phase

Classroom Management



PAR LEGACY MODULES

Module: You're in Charge! Developing Your Own Comprehensive Behavior Management Plan



[Navigating an IRIS Module \(9.8 MB\)](#)

[How to Use a Module](#)

[Assignment Tips](#)



You're in Charge! Developing Your Own Comprehensive Behavior Management Plan

To begin this module, click on the Challenge button in the graphic above.

This module neatly complements the first behavior module, encouraging students to create and print rules and procedures for their own classrooms based on the PAR model.

The IRIS Center
Special Education Resources for Inclusion,
Scientificallly-Validated and Evidence-Based Instructional Strategies

NORMS AND EXPECTATIONS
STATING EXPECTATIONS CLEARLY

★ WHAT A STAR SHEET IS...

A STAR (Strategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Expectations are desired behaviors and outcomes. Teachers' expectations of students are directly connected to students' achievement of those expectations. The strategy of stating expectations clearly involves the explicit acknowledgement of expectations for student actions and/or interactions in ways that the students can understand and achieve.

WHAT THE RESEARCH AND RESOURCES SAY...

- Students both want and need teachers to demonstrate authority by setting realistic academic and behavioral expectations (Brophy, 1998).
- Successful classroom managers help students identify what is expected of them and how to achieve these expectations (Brophy, 1998; Evertson, Emmer, & Worsham, 2003; Evertson & Harris, 1992).
- When teachers hold high expectations of students, the students typically meet higher standards of performance (Good & Brophy, 2000).
- Low expectations are communicated to students when teachers provide less wait time, fewer or inappropriate reinforcements, less feedback, fewer opportunities to participate in instruction, reduced eye-contact, more criticism for failure, or by teachers showing less acceptance of the student's ideas (Brophy, 1998; Good & Brophy, 2000).
- The expectations teachers have for students affect their current performance, and can influence future performance, particularly at the early grades (Wong, 1998).
- Clarity in instruction increases student academic engagement and achievement (Evertson & Emmer, 1982).
- Clarity in instruction includes actions such as framing the lesson in context, stating key components of the content, linking these components together, focusing student attention on important elements, and providing examples (Snyder, Landt, Roberts, Smith, & Voskuil, 1993).
- In order to clarify expectations during all stages of a lesson, teachers can use advance organizers to set up instruction, provide guidance and feedback to students during instruction, and reflect with students after instruction (Brophy, 1998).

TIPS FOR IMPLEMENTATION...

- Know what you want students to do and at what level of achievement. Make sure it is something they can accomplish.
- In understandable increments, state what the task is, why you are asking students to complete it, the steps involved, and how the task will be assessed. Provide written directions if possible. Model the action(s) requested.
- Monitor student progress and provide feedback to students en route and following task completion.



Guidelines for Writing Rules*

(Accompanies Implementing Classroom Rules and Procedures STAR Sheet)

Rules govern relationships – with others, time space, and materials. They are consistent across situations and few in number. The eight guidelines below can help you develop effective rules for your classroom.

1. Consistent with school rules

Classroom rules should not conflict with school rules; school rules should be in effect in the classroom.

2. Understandable

Rules must be stated so that students clearly understand what is meant. Vocabulary should be consistent with students' grade and/or ability level.

3. Doable

Rules must be such that students are capable of following them. They must be within students maturation level and mental and physical abilities.

4. Manageable

Rules should be easily monitored and not require excessive classroom time to hold students accountable.

5. Always applicable

Rules should be consistent across situations; they should not vary or change.

6. Stated positively

Stating rules positively encourages the desired behavior. Although it is sometimes difficult to state all rules positively, most "don'ts" can be transformed to "do's." (Even "No gum" can be stated as "Leave all gum at home.")

7. Stated behaviorally

Rules are easily understood and monitored when defined with action statements beginning with a verb – statements that describe what students are to "do" – such as "Leave all gum at home" or "Bring needed materials to class."

8. Consistent with your own philosophy

Your rules should reflect what you believe about how students learn best.

*Used with permission. Evertson, C. M., & Harris, A. H. (2003). *COMP: Creating Conditions for Learning* (6th ed.). Nashville, TN: Vanderbilt University. p. 2.08E.



EXAMPLE RULES AND PROCEDURES...

The chart below connects sample classroom rules with some examples of procedures that help students meet the expectation(s) within the stated rule.

Rule	Sample Corresponding Procedure(s)
Respect yourself, your peers, and their property.	Ask and receive permission before borrowing something.
Be in your seat and ready for class when the bell rings.	Place your completed homework in the homework basket as you enter class.
Get permission to talk.	1. Raise your hand to request a turn when the teacher is talking. 2. Use indoor voices during a class discussion, waiting for a pause in the conversation to insert your thought.

TIPS FOR IMPLEMENTATION...

- Anticipate what students need to know and do in the classroom, both academically and socially, before the school year begins. Plan for the first days of school based on these learning goals. For example, if students' prompt attendance is needed to maximize instructional time, then plan for corresponding classroom rules and procedures by responding to such questions as:
 - What time will class begin?
 - How will I be prepared to begin class promptly?
 - How will I present my expectations of promptness to students?
 - What consequences will result from tardiness?
- Select rules and procedures that you are able to sustain and state them positively (e.g., "Walk in the hallways" rather than "Don't run"). See Guidelines for Writing Rules at the end of this STAR Sheet.
- Begin modeling and discussing the class rules and procedures on the first day of school.
- Explain to students the purpose and rationale for classroom rules and procedures.
- Identify positive examples of class rules and procedures in action and provide role-play opportunities for each.
- Develop, teach, practice, and support new procedures as necessary to support effective routines in the classroom.
- Consistently respond to student behavior regarding the established classroom rules and procedures.

NORMS AND EXPECTATIONS
SUPPORTING EXPECTATIONS CONSISTENTLY

★ WHAT A STAR SHEET IS...

A STAR (S**T**ategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Supporting expectations consistently is essential to the development of classroom norms that promote student learning. Consistency requires that the teacher equitably reinforces appropriate student behavior and deters inappropriate student behavior. Teachers must first teach students the classroom rules and procedures, provide students practice with them, and then consistently respond to student actions and interactions in regard to these rules and procedures. (Teacher responses or consequences are one component of a comprehensive behavior management system.)

WHAT THE RESEARCH AND RESOURCES SAY...

- Teaching rules and procedures to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson, 1985; 1989; Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Teachers should focus on increasing positive behavior and interactions by consistently enforcing expectations (Shores, Gunter, & Jack, 1993).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- Three sources for inconsistency occur when a teacher exhibits: a) unreasonable expectations, b) incomplete monitoring, and c) halfhearted expectations (Evertson, Emmer, & Worsham, 2003). Students cannot accomplish the unreasonable, try to get away with what they can, and know when a behavior is not really expected.
- Teachers who respond consistently feel positive about their teaching and help students improve their performance (Freiberg, Stein, & Huang, 1995).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

TIPS FOR IMPLEMENTATION...

- Know and understand both your expectations for students and your responses when students meet or do not meet these expectations. You should have responses for meeting your expectations (positive, or supporting, consequences) and for not meeting your expectations (negative, or deterring, consequences).
- State expectations clearly. Post your classroom rules. Practice the classroom procedures until they become routine.
- Monitor students' progress in meeting expectations.
- Provide feedback to students as they work so they know if they are meeting your expectations.
- Indicate to students when they have or have not met your expectations. Respond to all students who meet or do not meet your expectations in an equitable manner consistent with your plans (as determined by first tip).

NORMS AND EXPECTATIONS
REEVALUATING ESTABLISHED NORMS

★ WHAT A STAR SHEET IS...

A STAR (Strategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

Reevaluating established norms is the practice of reflecting upon, and adjusting as necessary, the accepted classroom norms. Since norms are developed and maintained through the interactions of individuals, they can shift and change. The environments in which the norms are established can also change. While reflecting upon the established classroom norms, a teacher compares the accepted norms of the classroom to those desired for maintaining an effective classroom. When a discrepancy is found between what is needed for a successful learning environment and the established classroom norms, the teacher must adjust these norms through instruction, clear communication of expectations, and consistent support of these expectations. The process of reevaluating established norms is one portion of a teacher's continual evaluation of the learning environment in his or her classroom.

WHAT THE RESEARCH AND RESOURCES SAY...

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2000). These changes may require adaptations to established classroom norms.

TIPS FOR IMPLEMENTATION...

- Regularly reflect on the classroom rules and procedures implemented in the classroom. Consider both the students' actions and interactions as well as your own. Compare the accepted norms (what has become familiar in your classroom) with what is required for an effective classroom.
- Continue to support and reinforce constructive classroom norms through the classroom rules and procedures you have implemented. Note: Procedures can be changed as needed to support constructive classroom norms.
- Where changes are needed, discuss with students the rationale for the change and the process needed to achieve it. Note: Sometimes the change required is for you to be more consistent when responding to student actions and interactions.
- State your expectations clearly to students and support these expectations consistently.

KEEP IN MIND...

- If you wish to increase student commitment to altering a classroom norm, involve them in the planning and implementation of the change process.
- Changing established norms can be difficult and time-consuming. Students who do not understand and/or agree with the need for change may resist the process.

RESOURCES...

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn and Bacon.

Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.



Emily Main
CPSE 442
March 17, 2009

CLASSROOM MANAGEMENT PLAN

Elementary School Environment

Classroom Statement

Our classroom is a safe and enjoyable place where all who enter are kind and helpful to one another. In our classroom, we work together to learn and develop new skills.

Classroom Rules

I will:

- use kind words with my teacher and classmates.
- keep my hands, feet, and objects to myself.
- remember to raise my hand when I need the teacher's attention.
- follow the teacher's directions, the first time they are given.
- remember that only one person speaks at a time.

The rules will be posted in the classroom where everyone who enters the room can see them.

Next to the rules will be a picture that visibly describes the rule.

I will teach the rules to the students by doing role-plays. I will begin by demonstrating the appropriate and inappropriate methods of following the rules. After the rules have been modeled, I will have the students role-play both the appropriate and inappropriate methods of following the rules. The students who are watching the role-play will determine if the role-play is demonstrating appropriate or inappropriate behavior.

On Monday morning, I will review the rules with the students. I will use different strategies or activities to reteach the rules such as, an oral review, pictures, have them guess one of the rules that is covered up, reward the students with points when they see me following or not following a rule, etc.

At the beginning of the year, I will send two copies of my management plan home with each student. One is to be signed by a parent and returned to me and the other copy is for the parents to keep. I will also place my management plan on the UEN website where it can be accessed by the parents.

Student/Parent Relationship Strategies

- genuine kindness toward the students and their parents
- willingness to listen
- open door policy in my classroom
- praise notes
- look for strengths, interests, and talents of each individual
- encourage collaboration

At the beginning of the year when I send the classroom management plan home, I will also send a "get to know you" sheet that the parents can fill out about their child and send back. This will give me a basic idea as to some of the strengths, interests, and talents of my students. During the first parent-teacher conference and/or IEP meeting, I will discuss the strengths, needs, and interests of the student. At this time, I will seek to determine ways in which I can collaborate with the parents in improving the educational progress of their child. I will use the strengths and resources of the parents to encourage continual collaboration.

My ability to be an effective teacher depends on how well I am able to develop positive relationships with my students and their families. "They may not care how much you know, until they know how much you care" (author unknown). This is a philosophy that I would like to implement in my career and personal life.

Student Monitoring

Students will have a point sheet on the inside of a folder. They will earn points throughout the class period that will be noted on the whiteboard and at the end of the class period, they will mark them on their sheet. This will also allow me to keep track of the points that they are earning. After earning 50 points, they will be able to pick something from the mystery box. When they have earned 100 points, they may choose a free time activity such as extra computer time or their choice of an activity. At the end of a term, the students can choose from the list of strong and long-term positive consequences if there are less than 5 –level 4, no more than 1 –level 5, and no level 6 negative consequences noted on the data sheet for the class. I will send notes home or do a special recognition when I notice the students doing extraordinary deeds, amazing or improved behavior, or when they succeed on a task that was very difficult.

Consequences (refer to the data collection sheet on the next page)

Positive:

Free & Frequent

- verbal praise
- smiles
- thumbs up
- stickers

Intermittent

- notes home/to student (N)
- extra computer time (CT)
- choice of free time (FT)
- pick from misc. box (B)

Strong & Long-term

- special projects (SP)
- class party (CP)
- special recognition (R)
- special activity (A)

Negative:

- Level 1: Class reminder of the rule
- Level 2: Individual reminder of the rule
- Level 3: Environmental modification (change seating, change groups, etc)
- Level 4: Excused to another area 'think time'
- Level 5: Call parents
- Level 6: Office referral

As part of these levels, I will also ask the students to make restitution if they have treated another individual inappropriately. Verbal or written.

Data Collection

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Joshua															
Rebecca															
Madison															
Timothy															

(-) = negative consequence

(+) = positive consequence

L # = (-) consequence that occurred

see the abbreviations next to the + consequences

Procedures

Signal for attention: clap 4 times and the students clap twice

Transitions:

Entering classroom:

Students will pick up their folder and sit in their seat.

Drinks and bathroom stops will be done before class.

Leaving the classroom:

Put their folder, papers, and other objects in their proper place.

Floor and tables will be cleaned of paper, etc.

Follow the school hallway rules.

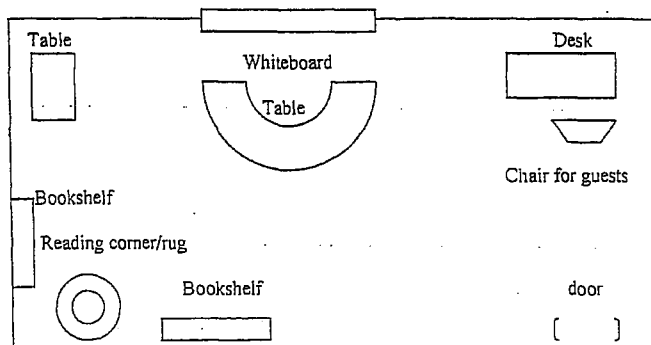
Return to their classroom directly without detours.

The schedule for the day will be written on the whiteboard.

Classroom Layout

I have my desk where I can see and welcome those who enter the classroom.

The main table is placed so that the students can see the board and are not distracted by anyone entering the classroom. The table allows me to interact well with each of my students. I have placed the rug and bookshelves in a corner away from the door to allow for some quiet reading time for the students. I have placed an extra table in another corner for activities and small group work. This classroom layout allows me to work with the students and for the students to complete their work with the smallest amount of distractions.



Classroom Management Plan

Emma Marchant
Upper Elementary (grades 4-6)
Resource Classroom

STATEMENT OF PURPOSE

Our classroom will provide an environment where students feel safe, comfortable, and are willing and excited to learn. All students will participate fully and follow the rules to allow everyone in the class to succeed.

RULES & RELATIONSHIPS

Rules:

1. Follow teacher directions the first time they are given.
2. Use only positive language
3. Be prepared with completed homework and other materials needed for class.
4. Raise your hand before speaking.
5. Ask permission before leaving the classroom.

Teaching Rules to Students:

To teach the rules to my students, I plan to discuss all the rules on the first day of class, providing both positive and negative examples. Then each day for the first week, we will review one rule, by dividing the students into groups and having the students role play. Half the groups will be assigned to demonstrate examples of following the rule and the consequences that follow and the other half will demonstrate examples of not following the rule and the consequences that result from that.

Strategies for Reteaching:

Throughout the year, I hope to reteach the rules through effective praise, constructive criticism, and pointing out examples of students following the rule to the rest of the class. If the students are having problems with a particular rule, I will reteach that rule much the same way as at the beginning of the year, by reviewing what behaviors are involved in following the rule and which behaviors are examples of not following the rule. If necessary we will role play again or complete a writing assignment about the rules and how to follow them.

Method for Informing Parents:

On the first day of school, I will send home a letter to the parents that explains the rules and procedures of my classroom as well as information about my website where the rules and other information about class will be posted. Students will need to bring back a portion of the letter signed, so that I know all the parents saw it. Throughout the year I hope to keep in close contact with the parents, informing them on how their child is doing by teacher conferences, phone calls, post cards, and keeping my website updated.

Strategies for Building and Maintaining Relationships with Students:

I plan to build relationships with my students by showing them that I am genuinely interested in them and their success. I will encourage them to work hard and let them know that I believe they can accomplish things they may not believe are possible. I will provide a lot of praise and compliments so that when I need to correct them, they will be able to take the constructive criticism positively and use it to help them grow. I will also take time to ask them about their lives outside of school and get to know more about them than just how they perform in the classroom.

Strategies for Building and Maintaining Relationships with Parents:

I will build and maintain relationships with parents by showing them that I am fully invested in their child's success. I will make phone calls and send postcards to let parents know how their child is doing in class. I will also update my website frequently with information and pictures about what we are doing in class. I will also do my best to be flexible and willing to meet with the parents if they are ever worried or want to discuss how their child is doing in the classroom.

CONSEQUENCES

Positive Consequences

Free and Frequent:	Praise Smiles High Fives
Intermittent:	Praise notes Punches on card Marbles in Jar
Strong/Long-Term:	Back up Reinforcers (described below under reinforcers) Class Reward Postcards and Phone calls home

Negative Consequences

1. Individual Warning
2. Put a piece of tape on a box in student's chart so that it must be hole punched again
3. 10 minute time out with a paragraph explaining what they did, why it was wrong, and a possible alternative behavior
4. Phone call home
5. Office Referral

Reinforcers:

Each student will have a chart in their folder (see example below). When they are "caught" following the rules, I will hole punch in a box on their chart. The hole punch will be a special design so that it is not easily counterfeited. If a student does not follow a rule and does not change his/her behavior after a warning, a piece of tape will be put over a box on their chart so that they must get that box hole punched again.

When they fill up an entire row with hole punches they will be able to pick a prize from the prize box which contains small pieces of candy, fun pencils, and small toys or they can complete one independent work assignment on a bean bag. When they reach the middle line they can choose either a candy bar or 10 minutes of reading time on the bean bags. When they finish the whole chart, they will get a book. I will set aside the last 5 minutes of class on Friday for students to get the rewards they have earned during the week.

Sara's Sticker Chart

Also, at the front of the room will be a jar for each class. When the whole class is following the rules and on task, I will put a marble in the jar. If everyone in the class follows the rules for the whole period, I will put 5 marbles in the jar right before they leave. When a student misbehaves, after a class and individual warning, I will take a marble out of the jar. Once the jar is filled, the students can choose as a class, an activity for that Friday. Activities to choose from include an art project, a cooking day, an educational movie, bring in food for the class, show and tell, or story time.

Method for Self-Monitoring:

Students will be able to self-monitor their behavior by keeping track of their individual charts in their folder and being responsible to show me their chart to receive their reward on Fridays when they have filled up a row. They will also be able to see the marble jars at the front of the class to see their progress towards their class goals.

Data Collection System:

Significant events both positive and negative will be recorded by me on a chart as follows.

	Post Card	Time Out	Phone Call (+ or -)	Office Referral
Sara Duke	9/15 10/31	10/4	10/4 (-) 10/20(+)	10/5
Caroline Ellis				
Cory Rheimchussel				
Roy Shuldberg				

PROCEDURES

Beginning Class:

Students will come into the classroom, find their folders and sit at their desk. They will then begin the introductory assignment written on the board.

Ending Class:

Student will put their folders away and return quietly to their general ed. classroom when dismissed by me.

Bathroom:

Students will raise their hands and ask permission to go to the bathroom. If it is an appropriate time, I will give them the bathroom pass and let them go quickly and quietly to the bathroom. Only one student is allowed to go to the bathroom at a time and if they are gone longer than 5 minutes, they must explain why they took so long. If going to the bathroom too often or for too long becomes a problem for a particular student, they will no longer be allowed to go during my class.

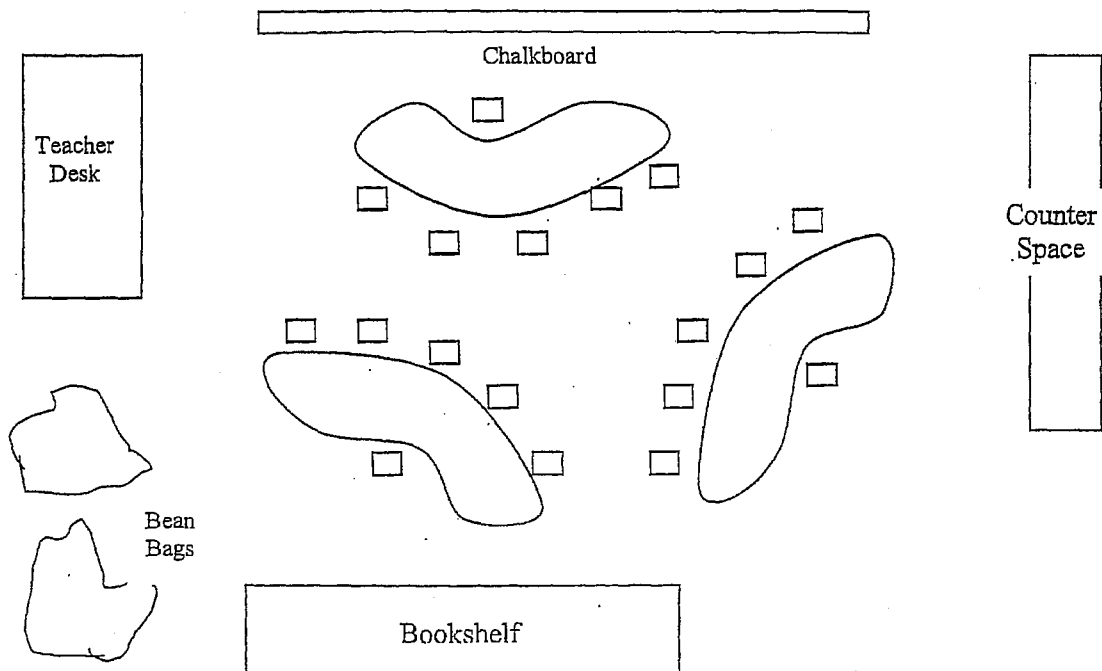
Attention Signal:

When I need the students attention, I will clap my hands and say eyes on me. I will teach the students that means to put their pencils down, stop whatever they're working on, look up at me, and listen quietly.

Teaching Procedures:

I will teach the procedures in a very similar way to the rules during the first week of school. I will teach them using direct instruction and positive and negative examples on the first day and then the students will role play both good and bad examples during the first week of school. Reteaching procedures will also be done in the same manner as reteaching the rules.

Physical Lay-Out of Classroom



Rationale:

This would be my ideal classroom set-up. I would be able to work with a small group at the front kidney shaped table while the other students worked at the other tables on either independent work, group work, or with another teacher or aide. In a resource classroom, I may have students at many different levels and with this setup I could work with small groups of students at a similar level, while still being able to look out and monitor the other students.

Classroom Management Plan
Shelley Boshard
February 28, 2009

Grade Level: Secondary Setting (Resource)

Statement of Purpose: Our classroom is a safe, positive learning environment. In which, all of the students are encouraged to interact, share, and create with peers to ultimately achieve their academic potential.

Rules & Relationships:

5 Rules:

1. Be in your seat working on the self start when bell rings
2. Follow instructions the first time they are given
3. Use kind words when speaking to others
4. Keep hands, feet and other objects to yourself
5. Work until dismissed by teacher

Teaching Strategies: Rules:

On the first day of school I will post the rules on my white board. They will also be posted on a poster board on the wall by the door. We will go over each rule as a class. A lot of the discussion will be examples and non-examples of each rule. The students will be divided into groups and assigned one rule. They will decide how they want to act out the examples and non-examples in role-play form. Each day, for the rest of that first week, one group (two on one day) will present their role-play for the rest of the class.

Re-teaching/Booster Sessions: Rules:

I will follow and maintain the class rules through the year and the students will be praised and recognized for following a classroom rule. If a student is struggling with a particular rule I will remind that student, verbally, on an individual basis, what that rule looks like. If the majority of the class is struggling with a rule, I will re-teach it using direct instruction, examples and non-examples.

Method to inform Parents: classroom policies and rules:

The week before school starts, I will send out an email to parents introducing myself, giving them my contact information and a copy of my disclosure document. On the first day of school, I will go over the disclosure document with my students and then they will have to take it home and have their parents sign it. They will hand in the signature portion of the disclosure document and then be required to keep the other portion in their binder. If they still have it at the end of the year they will get extra credit points.

Build/Maintain Relationships with students/parents:

- Back to school night will be a great way for me to start building relationships with the families that I will be working with that year.
- Introducing myself at the beginning of the school year through my email will add to that.
- 5 phone calls a week – to random student's families
- Be prompt in returning phone calls/emails/requests to meet and talk with me

-Praise (especially non-contingent praise) will be key in building a relationship with my students
 -Be fair and consistent with both parents and students. They need to know they can count and trust on me staying constant. However, that doesn't take away the factor that each person is an individual and each case should be taken on that level.

Consequences:

Positive Consequences:	Negative Consequences:
Free & Frequent: Praise Smiles General praise written on homework Intermittent: Earn "Boshard Bucks" Emails, Notes, or Phone calls home Praise notes Strong & Long Term: Class party Redeem "Boshard Bucks"	1 st time: Verbal Warning 2 nd time: Turn in 2 "Boshard Bucks" *please see the section regarding "Boshard Bucks" for further comments. 3 rd time: Communication with parents via email or telephone 4 th time: Office referral

Data Collection Method:

Student Name	Positive Consequence	Negative Consequence	Parent(s) Contacted
Ashley Smith	3.16.09 High participation		3.16.09 – email 3pm
Bryce Jones		3.2.09 Got to 3 rd	3.2.09 4:30pm
Eddie McMullen			
Jonathan Myers		3.5.09 got to 3 rd 3.7.09 got to 4 th	3.5.09 3:30pm 3.7.09 5:00pm

Method for Students to Monitor Consequences: Back-up Reinforcers:

Boshard Bucks: Throughout each term I will pass out fake \$1 bills. They will be color coded according to term and can not carry over. Lost "Boshard Bucks" will not be replaced. Students will earn these intermittently. It is up to my discretion of when and why they will be passed out. Each Friday, during the

last 5 minutes of class the students can count up their "Boshard Bucks" and redeem them if they choose to.

The students will be responsible for keeping track of their own "Boshard Bucks." At the beginning of the semester, since I am in a secondary setting, each student will be given an envelope. We will then, as a class, glue them to the inside of our journals. The students will be responsible for putting their "Boshard Bucks" in this envelope until they want to redeem them.

10 Boshard Bucks = 3 points added to an assignment (one assignment per week)

25 Boshard Bucks = Candy Bar or 5 minutes of free time

50 Boshard Bucks = One free homework pass – does not include big projects

1 Boshard Buck = can be redeemed any day of the week to rent the hall pass.

Part of the negative consequences hierarchy is having to turn in 2 "Boshard Bucks" on the 2nd offence. If a student doesn't have 2 "Boshard Bucks" they have to come to my room before school starts the next day and clean something in the classroom for 2 minutes.

Procedures:

Describe: Implemented: Due to the nature of teaching in the secondary setting, I will have a new set of students every 45 minutes. When the bell rings they are expected to start the self start that is located on the right hand side of my white board. Until the bell rings they can talk, enter and leave my classroom, sharpen pencils, ask me questions, etc. When the bell rings, they must be in their assigned seat working on the self start (Rule #1). After putting journal/self start away instruction will begin and will last until the end of the 45 minutes.

The different types of activities (routines) that could happen through out the day are: group instruction, small group work, and individual work. Transitions will happen when moving from one of these activities to another. Student movement will be kept to a minimum and pre-assigned groups (such as assigned tables) will be used sometimes to help avoid confusion.

Two other transition times are when students enter and exit my classroom. Rule #1 talks about when entering and beginning class. Rule #5 talks about exiting the classroom. My students will be expected to be working until I dismiss them; which will occur after the bell rings.

Bathroom usage: Students must raise hand to obtain permission to go to the bathroom. They may only go one at a time and must turn in 1 "Boshard Buck" to rent the hall pass.

When transitioning from one class to the next students will be expected to follow and maintain school rules.

My classroom will follow school and district policy when dealing with a crisis including: fire, flood, earthquake, lock down, etc.

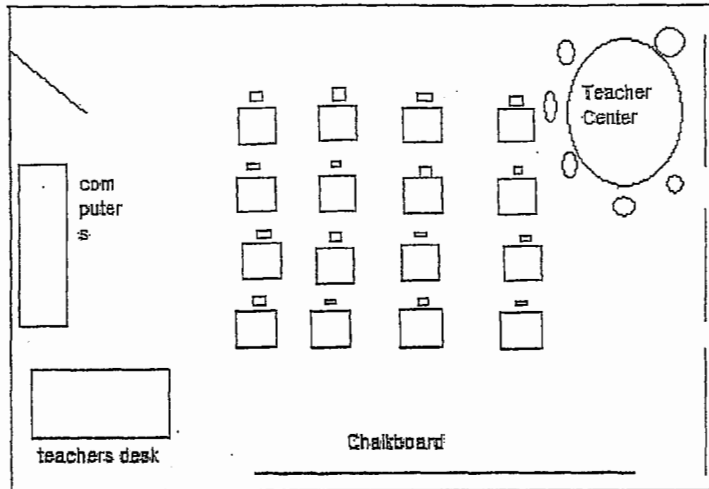
When I need to regroup my students or just get their attention back on me I will say, "Attention Class."

Taught: My classroom procedures will be taught in correspondence to the rules during the first week of class. We will go through examples and non-examples of what to do when the bell rings to start and end class. We will also go through how to transition from group instruction to either small group work or individual work. The students will know their groups and where and if they should move. We will practice through examples and non-examples role-playing. Through the rest of the semester the students will be heavily reinforced for obeying/following classroom procedures. Before a transition to group or individual work, I will remind the class of what is expected and then allow them to move.

Booster and re-teaching sessions will happen if necessary. Crisis procedures will be taught during school designated practices.

While the class is learning about routines, expectations and transitions that will occur in my classroom, they will also learn my attention signal. It will be used and then talked about after each use during the first week of school.

Physical Layout: Rationale:



I choose to set up my classroom like this because I feel as though this will be the easiest way for me to keep track of all of my students. The students will have an assigned seating chart, with the option for me to change it. Individual needs of my students will be taken into consideration when making the seating chart (i.e. If a student wears glasses, needs to be closer to the board, closer to the teacher, etc) This desk arrangement makes it easy to move desks together when doing group work, but then also allows for the option of working alone during independent work time. If I need to work with a small group of students during group work time there is a designated table in the classroom for that. The computers are in a place in the room that I can see them if I'm at my desk, at the chalkboard and from the teacher center to monitor what my students are doing at all times. Students will be assigned to a desk and every term will be assigned a different desk. I reserve the right to move students more often than that if the need arises.

Dear Students (elementary age, resource room) and Parents,

My name is Mrs. Hirz and I am looking forward to having you in my class this year. I anticipate a fun-filled year for all of us and have spent a lot of time preparing our classroom so it will be the best environment for everyone. I am looking forward to learning about each of you and learning from each of you. Our classroom will be an environment where we can learn from each other and help each other out. I have put this letter together with some important information about our class. Please read over it together so our class can get off to a great start!

Statement of Purpose:

Our classroom will be an environment where everyone is welcome and where everyone is able to learn. Students and teachers will be active participants in the learning process so we can all achieve great things.

Rules:

- I will come to class prepared to learn with all of my materials
- I will keep my hands and feet to myself
- I will follow instructions quickly
- I will raise my hand and wait to be called on before I respond.
- I will use my 6in voice when I am talking in the classroom

(-To teach the rules to my students, I will first teach using the I do, we do, you do model. First I will show examples and non-examples of each rule and discuss why each works or doesn't work. Then I will do some more examples and non-examples and have students tell me if I am following the rules or not. Some of these will be silly examples so we can have a good time and some will be serious so my students will know the importance of following the rules. Finally I will have the students do some role playing together (in groups of 2-4; they will be assigned a rule to role play) of how to follow the rules correctly. The students will be able to show the entire class the role play they have come up with and they will be able to teach each other. -I know that there will be times when my rules have been forgotten and I have a few plans in order to re-teach them. I will find a student who is being a great example to the rest of the class of the rule that has been forgotten and we will discuss the things this child is doing so well. Example: If there is a lot of time being wasted after instructions are given, I will say, "Class, look how quickly Chris started on his assignment. What is the rule that we need to remember when starting on a new task? We will have a quick discussion about following instructions quickly.

(-For class parties, the class will receive points on the board for following rules and for helping each other. Once the class reaches 100 points, a party can be planned. I hope to get parents involved in these parties so the students will have new faces in the classroom and so we can have help. For the name drawings, if a student gets 'caught being good' they can put their popsicle stick in the special jar and 2 names, a boy and a girl, will be drawn and they end of each week. They will be able to pick a prize from the treasure box.)

Negative Consequences:

1. Whole class reminder of rule (I wanted to do a whole class reminder of the rule so that it could be a way and a time to just reinforce the rule. I know it is important to keep teaching the rules and to keep going back to this rule, so this is one strategy I had to do that.)
2. Individual reminder of rule
3. Class party points taken away
4. Think Time
5. Parent or Principal contact

-My negative consequences are hierarchical starting with the whole class reminder all the way to contacting the parent or principal. I will have a chart just like I have for praises at my desk. Every time we are transitioning, I will update my consequence chart. I will have each student's name with room for either positive (P) or negative (N) consequences with a description of the consequence and a reason for the consequence. My description will just be the number for the negative consequences and maybe why they were given so I can determine if the rules are being broken randomly or if something is usually causing the rules to be broken. I will also only chart the major consequences so it will be easier for me to remember and to take note of.

	POSITIVE	NEGATIVE		POSITIVE	NEGATIVE
Student 1			Student 6		
Student 2			Student 7		
Student 3			Student 8		
Student 4			Student 9		
Student 5			Student 10		

I will use different signals throughout the year so we don't become bored with the same one the whole time. Signals will be things like, "One, two, three, eyes on me," clapping my hands, snapping my fingers, holding my hand up. The signals will be visual or auditory so the students will need to be paying attention. We will go over different signals at the beginning of the year so we all know what to expect from each other.

Transitions:

Coming to class- This could be before school or when coming back from recess, assemblies, or other out of classroom activities. We will walk in using our 6in voices and put our belongings away. We will look at the schedule and get the materials we need for the first activity of the day.

-I will stand by the door each morning when students are coming in so I can greet them and tell them I am excited to see them. Each student will get a free and frequent praise this way and we will be able to start the day off with a positive relationship. I will use exaggerated role plays for teaching this principle to make it fun to learn.

Using the bathroom- Unless it is an emergency, students will wait to use the bathroom until it is individual work time or when we are transitioning between activities. Students will ask me every time and they will take the pass to the bathroom. Bathroom time will be done quickly and they will let me know when they are back.

-I am going to use examples and non-examples of appropriate times to use the bathroom to teach this transition.

Walking in the hallway- The school has hallway rules that we will follow when we are in the hallway. The rules are posted in each hall and there will be an assembly at the beginning of the year to teach these rules.

Crisis Plan:

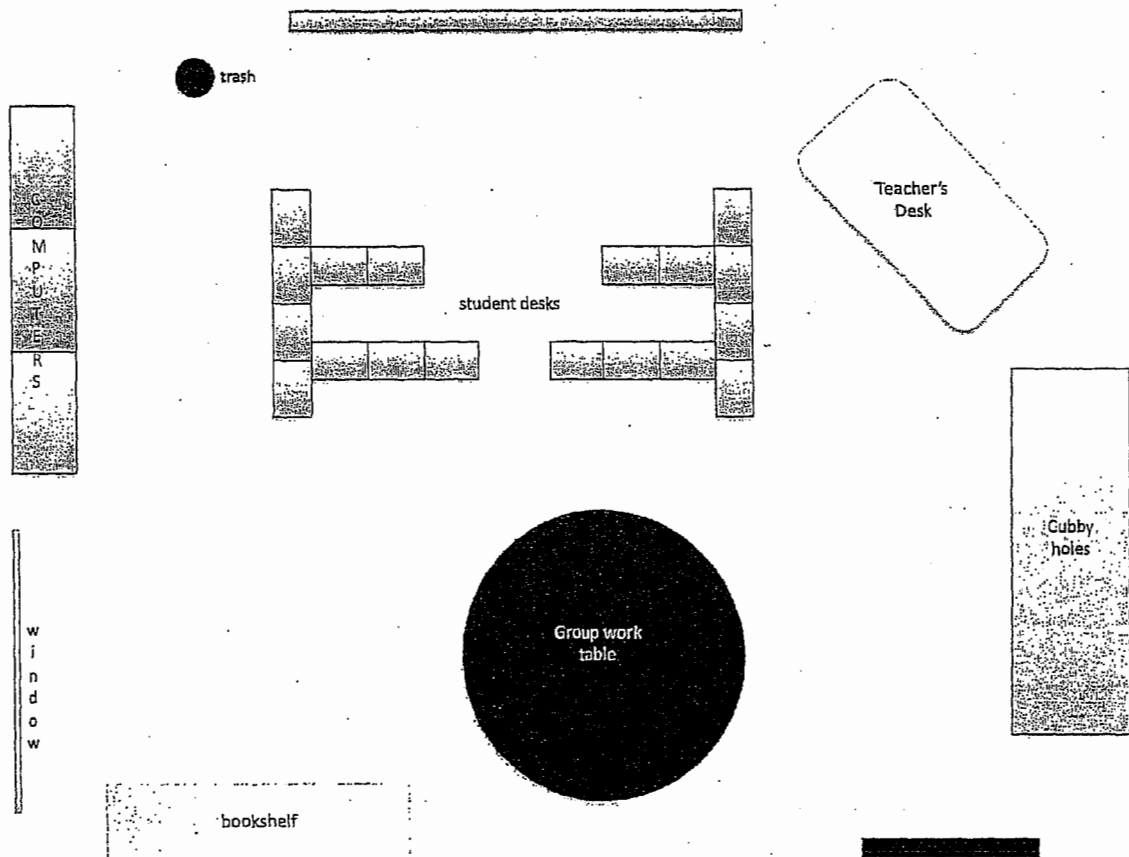
The school has a crisis plan for natural disasters and other occurrences that would be out of the ordinary. We will follow these plans accordingly.

Physical Layout

I plan to have my classroom set up like this picture. I spent a lot of time working on this layout for our classroom. I think this will be the best

way to manage the class as well as keep distractions out. Over the first few weeks I will be watching to make sure the class is functioning in this layout.

-I love the way my desks will be arranged in my classroom. I love the spin on standard rows. I can put my students that will need the most help and maybe cause the most problems right in the middle where I will be able to see them easily and where I will be able to get to them easily to offer help. These desks can also be rearranged quickly for small group work in our classroom without making a huge mess and confusion. I also like that the desks are far from the window and their cubby's so they won't get distracted by either of those. The student desks are by the computers, but since the computers will be asleep when not in use, I feel that it won't be a distraction to my students. I put my desk at the front so I will be able to still see everyone when I am sitting in it, although I don't plan to be there very often when I'm teaching. I have the group table in the back so if some students are working in a group and some aren't, there will be space to not interrupt each other.



Classroom Set-Up and Organization

EFFECTIVE ROOM ARRANGEMENT
MINIMIZING DISTRACTIONS

★ WHAT A STAR SHEET IS...

A STAR (S**T**rat^Egies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

WHAT IT IS...

The strategy of minimizing distractions is arranging the physical space around a student so that this student has minimal distractions from items, equipment, or other individuals. Minimizing distractions works in tandem with maximizing access (see adjacent fact sheet) to support student learning.

WHAT THE RESEARCH AND RESOURCES SAY...

- Items (windows, doors, aquariums, etc.), equipment (computers, overhead projectors, etc.), and individuals (reading groups, adjacent peers, etc.) can be distracting (Evertson, Emmer, & Worsham, 2003).
- Preventing distractions helps to decrease misbehavior, but is even more effective when replaced by positive teacher statements (Shores, Gunter, & Jack, 1993).
- High traffic areas (water fountain, pencil sharpener, trash can, teacher's desk, etc.) need to be arranged to avoid congestion and to minimize the distraction their use causes (Evertson, Emmer, & Worsham, 2003).

TIPS FOR IMPLEMENTATION...

- Identify potential distractions in the classroom.
- Arrange student seating to avoid these distractions.
- Move items, equipment, and/or individuals as needed to minimize distractions.

KEEP IN MIND...

- An easy way to anticipate potential distractions is to sit in each of the student seating locations prior to making seating assignments.
- Different students find different items, equipment, and individuals distracting.
- When distractions cannot be moved, they can be minimized through other means. For example, if a computer is distracting, but the only electrical/Internet connections are in that specific location, turn down the screen resolution when not in use to minimize the distraction.

RESOURCES...

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders, 18*(2), 92-102.



RESOURCES...

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Good, T. L. & Brophy, J. E. (2000). *Looking in classrooms (8th Edition)*. New York: Longman.

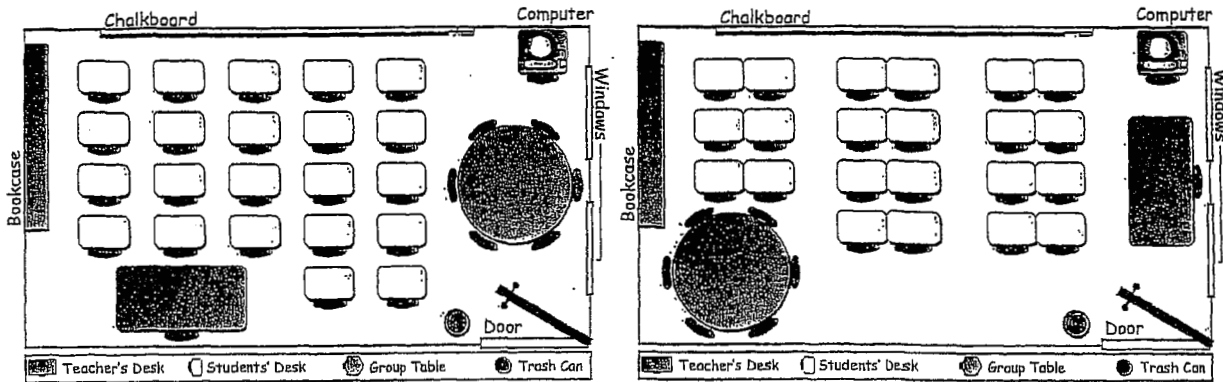
Lambert, N. M. (1995). Seating arrangements. In L. W. Anderson (Ed.) *International encyclopedia of teaching and teacher education (2nd Edition)*. Oxford: Elsevier Science.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders, 18*(2), 92-102.

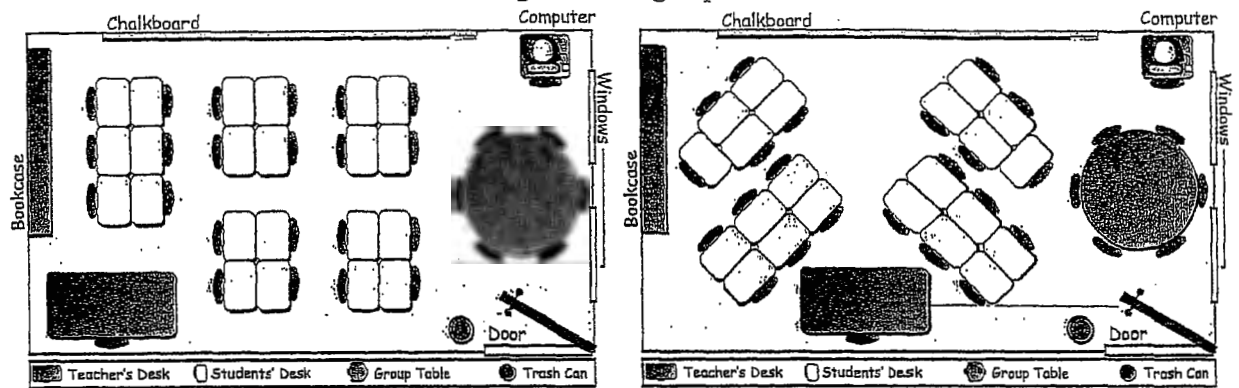
Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.



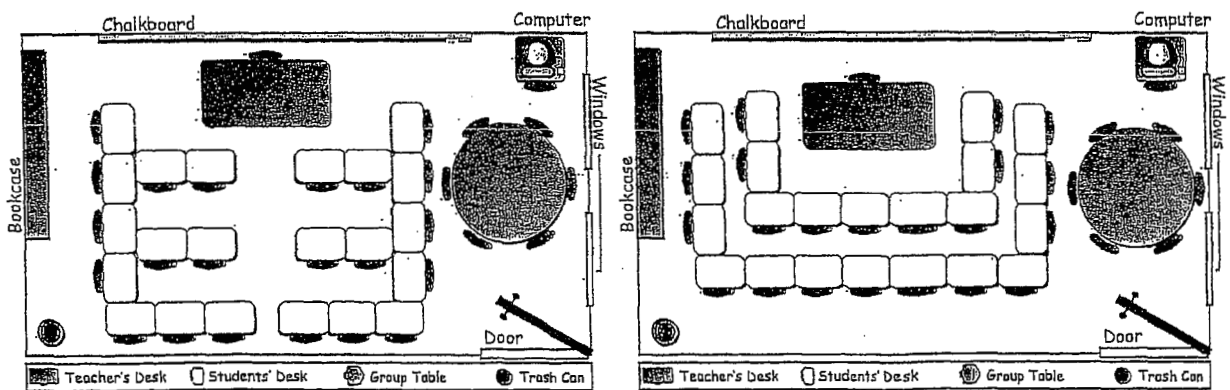
Possible arrangements for independent work/tests/beginning of the year/lecture:



Possible arrangements for group work/stations:



Possible arrangements for demonstration/discussion:



RESOURCES...

Everton, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Lambert, N. M. (1995). Seating arrangements. In L. W. Anderson (Ed.) *International encyclopedia of teaching and teacher education (2nd Edition)*. Oxford: Elsevier Science.

Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.



RESOURCES...

Ellison, C. M., Boykin, A. W., Towns, D. P., & Stokes, A. (2000). *Classroom cultural ecology: The dynamics of classroom life in schools serving low-income African American children (Report No. CRESPAR-R-44)*. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED442886)

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers (6th Edition)*. Boston: Allyn and Bacon.

Hall, E. T. (1966/1982). *The hidden dimension*. Garden City, NY: Anchor Books, Doubleday & Co., Inc.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders, 18*(2), 92-102.

Task 1: Daily Schedule

Arrange (or modify) your daily schedule so that it maximizes instructional time and responsible behavior and minimizes wasted time and irresponsible behavior.

How you schedule subjects across a day and how you schedule tasks within an activity can have a tremendous influence on student behavior. For example, the middle school teacher who schedules independent work for the last half of the last period of the day will probably find that students engage in more off-task behavior. An effective schedule provides enough variety that, at any given time, students won't have a hard time keeping their attention focused on the task at hand. An effective schedule also takes into consideration the degree of skill that you (the teacher) have in presenting various tasks and activities, and the maturity level of your students.

The information in this task is designed to help you evaluate (and modify, if necessary) your schedule to ensure that it is more likely to prompt responsible student behavior than irresponsible behavior. Along with specific scheduling suggestions, we identify times of day during which students are most prone to irresponsible behavior and what you can do to help students handle those times in a more responsible manner.

We realize that most teachers cannot control all aspects of their daily schedule. For instance, if the teachers at your grade level share students for reading instruction, then you have to schedule reading for the same time as the other teachers. Or, you may have no choice about when your students will go to music and/or physical education. In this case, you will have to accept these time slots. The scheduling issues and decisions we suggest below will help you arrange those times that have not been predetermined by the school-wide schedule.

NOTE: LEVEL OF STRUCTURE AND SCHEDULE

The level of structure that you have determined to be most appropriate for your classroom management plan has a direct impact on how you approach this task. If you have determined that your students are likely to be successful with a low structure management plan, you may not need to attend as closely to daily schedule issues. Your students are probably able to stay focused on any type of activity for long periods and they may be able to settle down immediately after high-excitement times without teacher prompting. However, if your class requires a medium or high structure plan, we strongly suggest that you carefully consider the following information and use it to arrange (or modify) your daily schedule to facilitate instruction and responsible student behavior.

To work through the information in this task, first write down your schedule of daily subjects. Most middle school teachers will have the subject schedule pre-established, but elementary

teachers need to make decisions about when and how long each subject will be taught. Once the schedule of subjects is established, list the activities that typically occur within each subject, the amount of time spent on each activity, and whether the activity is teacher directed (lecture, discussion, question/answer), independent work (seatwork, lab activities), or a cooperative group task. In other words, look at what a lesson plan might look like within that subject. For example, if you teach math from 9:30 to 10:30, it may look something like this:

5 minutes	Teacher-directed review of previous concepts
10 minutes	Teacher-directed introduction of new concepts
10 minutes	Teacher-directed guided practice, working on assignments
25 minutes	Independent work/cooperative tasks (depending on task)
10 minutes	Teacher-directed corrections/guided practice to help students identify errors or misunderstandings

Once you have your schedule of subjects written down and a sample schedule of activities within each subject, evaluate the variety and times for each activity using the following guidelines:

Make sure that you have a reasonable *balance* among the types of activities (i.e., teacher-directed instruction, independent seatwork, and cooperative/peer group) you use within and across subjects during the day.

The goal is to balance the kinds of tasks students do in a day. You especially want to watch for a tendency to schedule too much of a good thing. For example, if you like having students work in cooperative groups and feel strongly that students learn a lot by working cooperatively, you may have inadvertently scheduled a disproportionate amount of your daily schedule (or class period) for cooperative group tasks. Similarly, if you prefer teacher-directed activities (e.g., lectures, discussions, demonstrations), you may have a tendency to schedule an insufficient amount of independent work and cooperative group tasks.

Look at your daily schedule and estimate the approximate percentage of classtime (not counting lunch, passing periods, recesses) students spend in the various types of tasks. Middle school teachers should think about one particular class over the course of a week. For example, you may find your activities look something like the following:

- 40% teacher-directed
- 35% independent work periods (and, as appropriate, lab activities or learning centers)
- 25% cooperative groups

There are no absolute rules on what constitutes balance among major instructional tasks. A technology class, for example, will have far more independent work and less teacher-directed instruction than a history class. What you can do is look closely at what type of task takes up the highest percentage of your class time, and honestly ask yourself if this might represent “too much of a good thing.”

Within each activity, avoid having any one type of task run overly long.

Whenever students engage in one particular type of task for too long, behavior problems can result. When teacher-directed instruction goes on too long, students will tend to become inattentive. When students have to sit and do independent work for an overly long time, they may get bored and stop working.

There are no absolute rules about how long is too long or how much is too much (although any activity can be problematic if it runs longer than thirty minutes). In part, it can depend on your skills and talents as a teacher. A teacher who designs clear, interesting, and fun independent assignments can successfully engage students in longer periods of independent work than a teacher who is not as talented in this regard. A teacher whose presentation style is dynamic, organized, and humorous can sustain student attention for longer periods of teacher-directed instruction than the teacher who is less skilled in presenting to the whole class. If you have found in the past that student behavior deteriorates as a task progresses (e.g., they do well at the start of independent work, but get increasingly off task after about fifteen minutes), schedule shorter time periods for that particular type of task.

Schedule independent work and cooperative/peer group tasks so that they immediately follow teacher-directed tasks.

Teacher-directed instruction is an excellent way to generate positive energy and momentum and get everyone thinking about the same topic. On the other hand, beginning a class period by having students working on independent projects can result in lower rates of on-task behavior. Starting the period by reviewing previous concepts, introducing some new concepts or skills, and then moving students into independent work or cooperative tasks allows you to clarify what students should be working on, creates a cohesive and clear expectation for on-task behavior, and has the power of instructional momentum.

There are exceptions to this suggestion. For example, many teachers have students work on review exercises (independently or cooperatively) or a challenge problem as soon as they enter the room, while the teacher takes attendance and/or deals with other housekeeping tasks. This strategy usually involves brief (two to five minutes) independent or cooperative activities, and is a structured part of the daily routine—and it can be a very effective practice. Another exception may involve a class in which students work mainly on extremely clear and highly motivating independent tasks; a computer lab

class, for example. As you develop your daily schedule, remember that, in general, teacher-directed instruction is usually the best way to begin class and you want to avoid starting class with long periods of independent work time.

Implementing the preceding suggestions as you schedule daily subjects is one way to reduce the likelihood of irresponsible student behavior. Another way is to identify and proactively address those times of day and specific activities/tasks during which students typically exhibit the most misbehavior. We recommend that for problematic times/activities, you make a point of diligently teaching students *what* your expectations are and *how* to meet those expectations. What follows are descriptions of times that we have found to be particularly troublesome for many teachers, along with some suggestions on how to mitigate the problems.

- **Immediately following recesses or entry into class from hall**

Misbehavior tends to be common right after recess. You can decrease misbehavior by directly teaching students how you want them to enter the classroom and settle down. The key here is to provide this instruction before they go out to recess every time during the first couple of days of school. (You should also plan for periodic re-teaching—especially after any long breaks, such as winter or spring break.) In addition, you should have a task or activity scheduled immediately after recess that helps students calm down and get mentally ready to pay attention to their work scheduled immediately after recess. For example, a primary teacher might have “Sharing” immediately after recess (rather than first thing in the morning) because it is largely teacher-directed but not overly intense. Or, an intermediate teacher might schedule a five to ten minute discussion period for “Current Events” or “What’s New in My Life” (a type of sharing in which students are encouraged to discuss what they are doing and interested in).

- **The last hour of the day**

Students (and teachers!) tend to be tired by the end of the day. Students may be more easily distracted and irritable than they were early in the day. That is why we suggest that you avoid scheduling too much independent work for the last hour. If you are a middle school teacher who has multiple sections of the same class, this may not seem feasible, but with a little creativity you can make easy modifications. Say you teach two classes of eighth grade English—one first period and one seventh period. Allowing the first period class to spend thirty minutes working on a long-range assignment may be reasonable. If you allow the same thirty minutes in the seventh period class, you will probably have high rates of off-task behavior. You would be better off to begin class with teacher-directed instruction, then give 15 minutes to work on their projects, then have more teacher-directed instruction and guided practice during the last 20 minutes of class.

- **The last five minutes of a class period**

This suggestion applies primarily to middle school teachers. We recommend that you try to end each class period with a few minutes of teacher-directed instruction. If you schedule independent work time during the last part of the class, students can begin to think that when you stop direct teaching that the remainder of the class period is free time in which they can choose to do their work—or not. By scheduling the last activity as a teacher-directed task, you set a precedent that class time to work on assignments is for the purpose of working on assignments. “Class, you have fifteen minutes to work on your assignment, and then I am going to end the class by bringing us all back together to find out if any parts of the assignment need clarification.”

Arranging your schedule to end a subject with teacher-directed activities is not that hard to do. Say, for example, that you have students working—individually or in groups—on assignments during the second half of the class period. While they are working, you can monitor individual and group progress, noting common errors, misconceptions, and/or poor work habits. Then, as the period draws to a close, you can get everyone’s attention and discuss the common errors and work habits. “Class, a few things you should keep in mind as you are working on a task such as this is . . .”

In addition to giving students feedback or information about the current task, you can use the time to review homework expectations or to remind them about long-range projects or housekeeping details. “Class, do not forget that you should be done with your outline for the projects by Wednesday, and tomorrow is the last day to get your permission slips in for the field trip.” If you do not end the class with teacher-directed instruction, students may begin to act as if independent work time is “free choice” time.

A well-designed schedule ensures that students experience a varied, but balanced, range of activities within subjects. If students are kept engaged with activities that are scheduled for reasonable lengths of time, responsible behavior will result. If students are required to engage in the same type of activity too much, or overly long, they may become bored, distracted and even disruptive.

Task 2: Physical Space

Arrange the physical space in your classroom so that it promotes positive student/teacher interactions and reduces the possibility of disruptions.

Just as the daily schedule of activities can influence student behavior, so too can the physical organization of the classroom. For example, if student desks are arranged in a manner that makes it difficult for the teacher to circulate throughout the room, student behavior is likely to be less responsible than if the teacher arranges the room so that he or she can easily be out among the students. In this task, we discuss five specific aspects of a classroom's physical arrangement that you can address to increase the probability of responsible student behavior and reduce the probability of irresponsible student behavior. If you have determined that you need a high structure classroom management plan, carefully consider how you can implement all five aspects of physical space presented in this task. Well designed physical space prevents a wide array of potential behavioral problems.

NOTE

We realize that teachers do not always have control over the physical arrangement of the space in which they teach. In some cases this is because you do not teach in your own classroom—e.g., you are a middle school teacher who teaches in a different classroom each period or an elementary music specialist who teaches students in their grade level classroom. In other cases, it may be because tables or workstations in your room are permanently attached to the floor (e.g., you are a middle school English teacher whose students must work at lab stations because the science lab was the only classroom available during first period). It is also possible that you have less flexibility in arranging your physical environment because your classroom is small and you have large numbers of students.

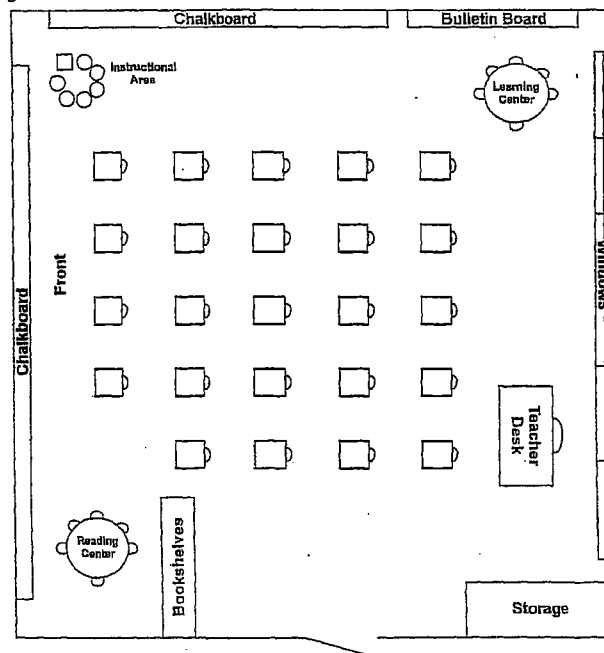
If any of these scenarios apply to your situation, the suggestions that follow may be difficult to implement. Thus, the basic rule regarding physical arrangements is, change what you can and make the best out of what you cannot change. For example, if you are forced to teach English in a science lab, you will probably have to put more energy into teaching your students to stay on task than you would if they could work at individual desks. You may also have to take the time to teach students not to play with the sinks and gas jets. In other words, manipulate those aspects of the physical space over which you have some control, and try to address issues that may arise from the less than desirable aspects of the physical setting over which you have no control.

To whatever extent you can control the physical space in which you teach, we urge you to consider the following suggestions:

Arrange student desks to optimize the most common types of instructional tasks that you will have students engaged in.

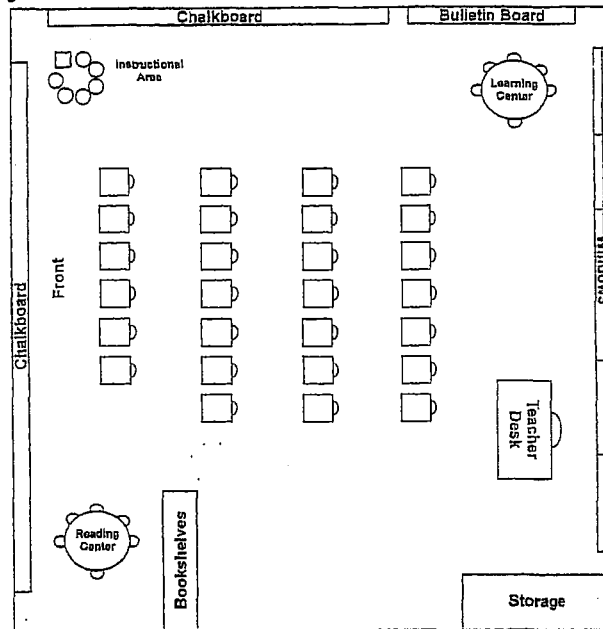
What follows are descriptions of four common arrangements for individual student desks (i.e., desks clustered in fours; desks in rows—front to back; desks in rows side to side; desks in a U shape around the perimeter of the classroom) and information about their relative pros and cons. Remember, as you consider what arrangement you want for your classroom (one of these or any other), you need to think about the instructional tasks students will be participating in and the level of classroom structure your students require.

Figure 2.1: Desks in Rows, Front to Back



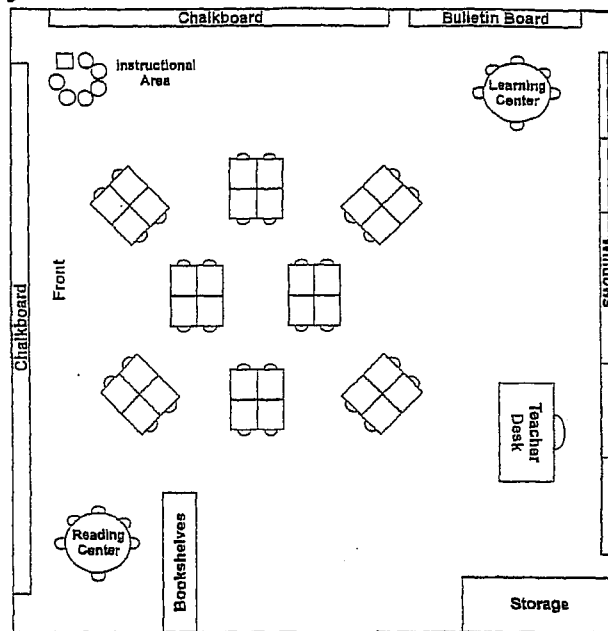
- Excellent if you schedule frequent whole class instruction or have students do tasks for which they must see the board.
- For occasional cooperative learning activities, students can be trained to move quickly from the rows into groups of four, and back to the rows when the cooperative activity is completed.
- Allows students to interact, but the space between desks helps to keep off-task conversation down.
- Implies student attention should be directed to the front of the room.
- Allows easy circulation among students.
- Useful for classes that need medium to high structure.

Figure 2.2: Desks in Rows, Side to Side



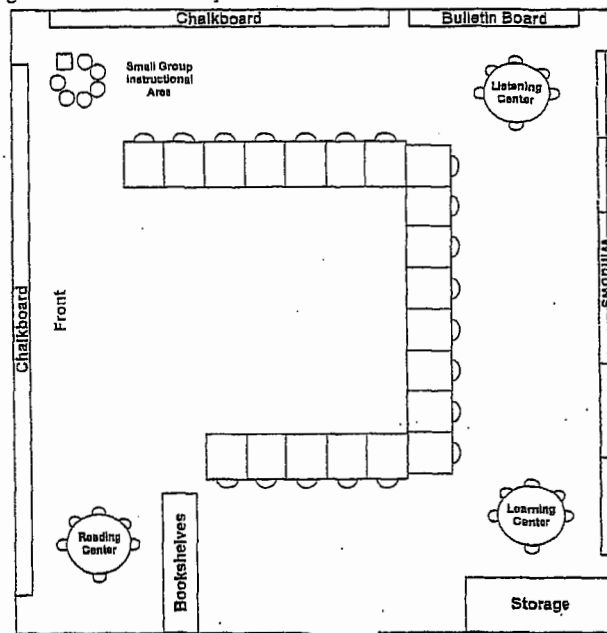
- Excellent if you use frequent whole class instruction where you have students do tasks for which they must see the board.
- For occasional cooperative learning activities, students can be trained to move quickly from the rows into groups of four, and back to the rows when the cooperative activity is completed.
- Allows for students to interact more easily than Desks in Rows, Front to Back, which may result in more off-task conversation than desired.
- Implies student attention should be directed to the front of the room.
- Maximizes available space in the room to allow for centers, work areas, and small group instruction around the perimeter of the room.
- May hinder easy circulation among students — unless you arrange for one or two aisles running perpendicular to the rows so you do not have to go all the way to either side of the room to get from one row to another.
- Best for classes that would benefit from low to medium classroom structure.

Figure 2.3: Desks in Clusters



- Allows easy access from any one part of the room to any other part of the room, making it easy to circulate among students.
- Excellent if you schedule frequent cooperative learning tasks.
- Can be problematic if you have students who need less stimulation and distraction. Being part of a cluster may make it more difficult for them to behave responsibly, but separating them may make them feel excluded.
- Requires students to turn sideways or completely around to see the board or teacher-directed instruction.
- May result in frequent off-task conversation during independent work periods and during teacher-directed instruction.
- Usually best for classes of low to medium structure; clusters may prompt too much inappropriate student-to-student interaction for a class needing high structure.

Figure 2.4: Desks in U-Shape



- Excellent for whole-class discussions and teacher-directed instruction in which you want students to participate with verbal responses.
- Excellent for teacher proximity and circulation—you can get quickly to any student.
- Does not lend itself to cooperative group activities.
- Does not make good use of space (the area in the center of the U is largely unused). May not allow room for learning centers, small group instruction, and so on.
- Probably not feasible if you have a large number of students.
- If used with a large class, you may need to have two rows. You need to make sure the inside U has space so you can easily interact with the students in the outside U.
- You need to arrange for access from the inside of the U to the outside, so you/students are able to cross the room to turn something in, etc.
- Best for classes that need low to medium classroom structure. (Can work for classes needing high structure if you monitor students closely, use proximity management effectively, and provide high rates of positive feedback.)

Make sure you have easy access to all parts of the room.

One of the most effective behavior management strategies a teacher can implement is to circulate throughout the room as much and as unpredictably as possible. You are more likely to circulate when you can move about the room easily. Thus, regardless of how you arrange student desks, you want to make sure that you can move easily from any one part of your room to any other part of the room.

When students are working independently or in groups, your proximity will have a moderating effect on their behavior. As you circulate, you will not only be able to provide corrective feedback to students who are off task, but also be able to give positive feedback to students using the work time well and answer the questions of students who need assistance. As you are helping one student, if you notice another student who is off task, you want to be able to go to the off-task student in a fairly direct route. When you have to go all the way to the outside edges of the classroom before going to the off-task student, you are more likely to find yourself frustrated and angry because you have to go “out of your way” to keep students engaged.

Minimize the disruptions caused by high traffic areas in the class.

There are a number of “legitimate” reasons why students need to move about the classroom during the day. Yet, any time students are out of their seats, there is a greater potential for misbehavior. What you want to do is think about what students might need to do away from their desks and then arrange the room so that students who are moving about will be less likely to distract students who are working at their seats. For example, we recommend that as much as possible, you keep student desks away from the areas where students will do the following:

- Get supplies;
- Sharpen their pencils;
- Turn in their work;
- Have small group instruction; or
- Use learning centers.

If you must have student desks near one or more of these high traffic areas, you will need to directly teach students how to be in the area(s) without distracting other students doing their work.

Arrange to devote some of your bulletin board/display space to student work.

We suggest that you save the most prominent display space in your classroom for student work. When their work is prominently displayed, it demonstrates to students that you are proud of what they have done and that you want to show others what they have accomplished. Artistic teachers sometimes feel that they must have every bit of wall

space elaborately decorated. However, when all the decoration has been done by the teacher, students may get the sense that they are just visitors in “your” room.

If needed, arrange for a “Time Out” space in your classroom that is as unobtrusive as possible.

Time out procedures are probably most effective in grades K-3. If you are likely to be sending a misbehaving student to a quiet space, you will need to decide ahead of time where this area will be. When possible, we recommend that you avoid having it in a spot where the misbehaving student is on display to students who are working at their desks. You might also want to consider the possibility of having the area screened off for privacy. For more information on using a Time Out or Problem Solving Area, see Module 7: Correction Procedures.

The physical space in your classroom should be arranged to prompt responsible behavior from students. One way to accomplish this is to make sure that there is easy access from any one part of the room to any other part of the room, so that you can circulate unpredictably among students and so that students can move about without disturbing others. In addition, desks and traffic patterns should be arranged in a manner that takes into account the major types of instructional activities you use and the level of structure needed in your classroom management plan. Finally, thinking ahead of time about where to display student work and whether or not you need an in-class time out space will help you ensure that the physical space of your classroom is functional for both you and your students.

Task 3: Attention Signal

Decide upon a signal you can use to get students' attention. Teach them to respond to the signal by focusing on you and maintaining complete silence.

Getting and holding students' undivided attention is an important management responsibility for all teachers. An orchestra conductor uses a signal (e.g. tapping a baton while standing at the podium) to get the musicians to cease their individual warm up activities and pay attention so that everyone can start on the same beat. You need a signal to bring students from their individual efforts to having everyone focus on you so that you can give directions or provide instruction.

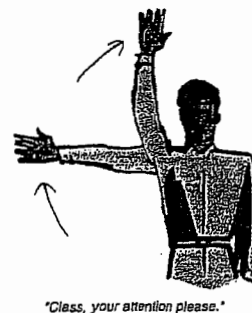
There are many situations in which an attention signal is useful. For example, imagine a class for 28 students working in cooperative groups. As she monitors the groups, the teacher realizes that the students do not fully understand what they are supposed to be doing. Using a well practiced signal, it can take the teacher no more than five seconds to get students to cease the group conversations and pay attention to her. After briefly clarifying the directions and answering any questions, she can then instruct them to resume their small group work. Without a well practiced signal, this teacher is likely to spend several minutes repeatedly asking students to stop working and/or yelling over the noise of the groups. It is entirely possible that she won't ever get all the students to stop talking so that she can clarify the task.

NOTE: LEVEL OF STRUCTURE AND ATTENTION SIGNAL

Whether your class requires a low, medium, or high structure classroom management plan, an attention signal is an important behavior management strategy for you to implement. That is, whatever level of structure your class needs, you still need a way to get students to transition from potentially active and noisy activities into activities that demand that everyone's attention be focused on the same thing.

To implement this task, the first thing you need to do is identify what you will use as a signal. We recommend something like saying in a firm (but not shouting) voice, "Class, your attention please," while at the same time swinging your right arm in a circular motion (from 9:00 to 12:00 on a clock face). Then, hold your hand in the 12:00 position, which prompts each student to stop talking, look at you, and raise his/her own hand—until all students are quiet and looking at you with their hands raised. (See Figure 2.5)

Figure 2.5: Attention Signal



This signal has several advantages. First of all, it can be given from any location in the room. Second, it can be used outside the classroom—for example, in the hall or even on a field trip. Third, it has both a visual (the sweeping motion and raised hand) and an auditory (the verbal statement) component—so students who don't hear the signal may see the sweeping arm motion and raised hand, and vice versa. Another advantage of this signal (or something similar) is its "ripple effect." Even a student who does not hear or see the teacher will find it hard to miss the raised hands of the other students.

Other commonly used signals may not have all the preceding advantages. For example, some teachers flick off the lights as a signal for attention. However, this signal requires the teacher to go to the light switch, and it cannot be used at all in the hall or on a field trip. Or a signal may be ineffective because it has to be repeated frequently before students pay attention (e.g., you use a clapping rhythm, that students echo back, but you find you have to use it three or four times in succession before you have all students' cease what they are doing). If you have a signal that is different from the one we recommend, but that works well for you, do not bother to change it. However, if you have used a different signal and it has not worked well, then you might want to consider using the signal described above.

Regardless of the signal you decide to use, you *must* teach students what the signal is and how to respond to it from the first day of school. Information on when and how to teach your attention signal will be provided in Module 4: The First Month. For now, just be sure that you know what you will use as a signal to gain students' attention.

Task 4: Beginning and Ending Routines

Design efficient and effective procedures for beginning and ending the school day (or class period).

How you start and end each school day (or class period) will have a significant influence on the climate of your classroom. Effective and efficient beginning and ending procedures create an invitational and supportive atmosphere, and communicate that time will not be wasted. These things, in turn, will make a difference in student behavior. Consider the following two middle school scenarios.

Teacher A begins the day by warmly greeting students as they enter the classroom. She has previously taught students that when they enter the room they are to immediately take their seats, get out any required materials (listed on the board), and begin working on the challenge problem that is on the overhead projector. Students who do not have their materials do not interrupt the teacher while she is greeting students because, starting on the second day of school, she taught them specific procedures for dealing with this situation. When the bell rings, the students continue to work on the challenge problem while the teacher uses her seating chart to take attendance. Within one minute after the bell rings, Teacher A has taken attendance, secured the attention of the class, and started teaching. Six minutes later and again four minutes after that a student enters late, but Teacher A does not stop teaching. She has previously taught students her procedures for tardiness (both excused and unexcused), which are designed to ensure accurate record keeping, but no disruption of class.

The situation is different in Teacher B's class. As students enter the class, Teacher B is seated at her desk trying to finish up last minute preparations for the lesson. Some of the students take their seats, others socialize in groups of two to five students. When the bell rings, Teacher B looks up from her work and acknowledges that students are there by saying, "Quit talking and go sit down. It is time to begin class." After two minutes of nagging and cajoling, the students are finally in their seats and reasonably quiet. The teacher instructs students to get out their materials, then spends several minutes helping a couple of students who are not prepared get what they need (letting them borrow books and pencils), all the while nagging them about "being responsible." Five minutes after the bell rings, the teacher finally begins teaching. One minute later and again four minutes after that a student enters late. Both times the teacher stops teaching to determine if the tardiness is excused or unexcused, and to fill out the necessary paper work.

Note that Teacher A spends only one minute on attendance, materials, and tardiness procedures, and even during that minute students are engaged in an instructional task. Teacher B spends seven minutes on attendance, materials, and tardiness. Students who arrived on time with all of their materials have been forced to sit and do nothing while the teacher deals with these procedures. In both scenarios, a couple of students did not have

their materials and a couple of students arrived late—things that occasionally happen with even the most effective teacher. The difference is that Teacher A has anticipated these common problems and has taught her students procedures for handling them in ways that do not usurp teacher time and attention and do not waste the time of the students who are punctual and prepared.

In this task, we address how to begin and end your school day/class period with a positive tone, and how to maintain maximum time for instructional activities. We have identified eight critical times or issues related to beginning and ending the day/class period, developed a goal statement for each that describes optimal outcomes related to that time/issue, and then provided suggested routines and procedures for achieving the goal. While elementary teachers will find useful suggestions for beginning and ending their school day and for beginning and ending each subject period (e.g., beginning and ending science class), this task may be even more critical for middle school teachers who typically have five to seven different classes each day.

Keep in mind that our suggestions represent just one way of dealing with beginning and ending your day/class. If you already have efficient and effective beginning/ending routines (i.e., procedures that adequately address the goal statements), there is no reason to change what you do. If you do not, we recommend that you read our suggestions and/or talk to colleagues, then design beginning/ending procedures for your class that are time efficient and set a positive tone.

NOTE: LEVEL OF STRUCTURE AND BEGINNING AND ENDING ROUTINES

If you need a medium or high structure classroom management plan, we recommend that you address all of the issues covered in this task. In particular, it will be important for you to be in your classroom (or in the hall near your door) when students enter. You should also plan to keep students occupied with a task from the moment they enter the room. On the other hand, for a class that requires only a low structure management plan, it is probably reasonable to assume that students will take care of themselves even if you arrive a minute or two after they do and there is no assigned task to keep them occupied.

.....

Entering Class

GOAL: Students will feel welcome and will immediately go to their seats and start on a productive task.

Greeting students as they enter your classroom helps them to feel welcome and reduces classroom behavior problems. A brief greeting communicates to students that you are aware of and interested in them, not just as students, but as individuals.

"Charlene, how did things go at the choir concert last night?" In addition, greeting students as they enter provides a subtle but powerful message that you are aware of students and what they are doing from the minute they enter class, not just when the bell rings.

In general, you want to greet students at the door. If you are supervising the hall outside your room, you can greet them before they even enter your door. Although you can greet students from a position within the classroom (e.g., while seated at your desk), the effect is not quite as powerful as being at or near the door and greeting them immediately as they enter.

In addition to greeting students as they enter your classroom, you also want to have a task prepared that students can work on as they sit down. The purpose is to give students something to do while they wait for the bell to ring, and while you take care of any attendance/housekeeping tasks in the first minute or two of class. Having students work on a daily task like this communicates to them that you value instructional time and plan to use every minute as efficiently as possible.

Keep the task relatively short, one that will require three to five minutes of work from students. It should be a review task that students can perform independently, but also something that is instructionally relevant—not just busy work. For example, math teachers might give a short daily quiz on the previous night's homework assignment or language arts teachers might have students work in their journals or do a power writing exercise. A primary teacher may have students work on a handwriting exercise or a practice page of math facts.

When you have finished taking attendance, give the students feedback on the correct responses for the task and have students grade their own papers or trade with a neighbor for corrections. Then collect the papers so that later in the day or that evening, you can enter the score or a check mark in your grade book to indicate students' completion of the task. If students know that this initial task does not "count" in any way, they will soon cease to work on the task.

.....

Opening Activities (Middle School)

If you are a middle school teacher, you want to make sure that your procedures for opening activities accomplish the following three goals.

GOAL 1: Students will be instructionally engaged while you take attendance.

When the bell rings, and as students continue to work on the assigned task, use a seating chart—rather than calling out names and having students reply—to determine who is present and who is not. This allows you to take attendance and students to continue focusing on the work they are doing. Sitting and doing nothing except for the split second he or she responds to roll call is a very boring way for a student to begin class.

GOAL 2: Your procedures for dealing with tardiness will:

- Ensure that students who are tardy do not disrupt class or take your attention away from teaching;
- Allow you to keep accurate records of excused and unexcused tardies; and
- Let you assign consistent corrective consequences for unexcused tardiness.

One effective procedure for dealing with tardy students involves having a three ring binder with forms similar to the reproducible "Record of Tardies" (shown in Figure 2.6) on a table or shelf near the door to the classroom. Each day before students arrive, make sure that a new page is showing with the correct day and date filled in at the top. Attach a couple of paper clips to the page so that students with excused tardies can attach either the excuse slip from the attendance office or a note from the teacher who is excusing the tardy for them.

During the first week of school, train your students that when they are tardy, whether it is excused or unexcused, they are to quietly enter the classroom without interrupting you or any students in the class. They are to quietly go to the "tardy notebook," put their name in the box for the appropriate period, indicate "Excused" or "Unexcused," attach the excuse if they have one, and then quietly take their seat.

Social Skills

Please refer to your copy of:

**A Nurturing Pedagogy Approach
Building Positive Relationships and Social Skills:**

for a complete description of rationales and teaching strategies the teacher candidates were taught the Social and Behavioral Strategies course (CPSE 422).

Planned Teaching

We are all familiar with teaching that is planned ahead of time. Most of your academic teaching happens this way.

Some of the Prevention Plus teaching strategies fall into this category. They are Direct Teaching, and the use of Teaching Prompts.

Direct Teaching Sequence

The Direct Teaching Sequence is used to teach a social skill for the first time, either to a group or to an individual. The following outlines the purpose of this sequence, when to use it, and the specific steps that make up the Direct Teaching Sequence.

**THE DIRECT
TEACHING
SEQUENCE IS
USED TO
TEACH A
SOCIAL SKILL
FOR THE
FIRST TIME**

Direct Teaching Sequence

Direct Teaching Sequence

Purpose:

1. Introduce a new skill
2. Individual and/or group instruction
3. Prepare for opportunistic teaching

When to Use:

1. Scheduled session or class period
2. A skill deficiency is noted

Specific Steps to Use:

1. Name the skill and describe the steps for performing the skill
2. Give a reason (rationale) why skill is important
3. Model steps of skill
4. Students practice the skill
5. Provide feedback and praise
6. Plan future practice opportunities for skill

Direct Teaching

1. Name and describe skill or behavior, including steps.
2. Give a reason why skill or behavior is important.
3. Model the skill or behavior.
4. Have the student(s) practice; say the steps; do the skill.
5. Provide feedback and praise.
6. Plan future practice opportunities.

Instructive Praise

1. Name/describe skill or behavior.
2. Give a reason why skill or behavior is important.

Corrective Teaching

1. Say something positive.
2. Describe the problem behavior.
3. Describe the desired behavior.
4. Give a reason
5. Request practice (say and "do" steps).
6. Provide feedback and praise.

Role-Play Checklist

Teaching Interaction

Trainee: _____ Date: _____

Role-Play Leader: _____

Passed (circle one): Yes Needs more practice

Corrective Teaching

Procedural Steps

Quality Components

- | | |
|--|---|
| _____ Say something positive or empathetic | _____ Pleasant voice |
| _____ Describe the problem behavior | _____ Eye contact |
| _____ Describe the desired behavior | _____ Enthusiastic |
| _____ Give a reason | _____ Smile |
| _____ Practice – Say and do | _____ Displayed relationship building |
| _____ Provide feedback and praise | _____ Stated all procedural steps in order |
| | _____ Stated all social skills steps in order |

Role-Play Checklist

Teaching Interaction

Trainee: _____ Date: _____

Role-Play Leader: _____

Passed (circle one): Yes Needs more practice

Corrective Teaching

Procedural Steps

_____ Say something positive or empathetic

_____ Describe the problem behavior

_____ Describe the desired behavior

_____ Give a reason

_____ Practice – Say and do

_____ Provide feedback and praise

Quality Components

_____ Pleasant voice

_____ Eye contact

_____ Enthusiastic

_____ Smile

_____ Displayed relationship building

_____ Stated all procedural steps in order

_____ Stated all social skills steps in order

Role-Play Checklist

Teaching Interaction

Trainee: _____ Date: _____

Role-Play Leader: _____

Passed (circle one): Yes Needs more practice

Corrective Teaching

Procedural Steps

_____ Say something positive or empathetic

_____ Describe the problem behavior

_____ Describe the desired behavior

_____ Give a reason

_____ Practice – Say and do

_____ Provide feedback and praise

Quality Components

_____ Pleasant voice

_____ Eye contact

_____ Enthusiastic

_____ Smile

_____ Displayed relationship building

_____ Stated all procedural steps in order

_____ Stated all social skills steps in order

How to Follow Instructions

1. Look at the person.
2. Say "OK".
3. Do the talk immediately.
4. (Check back.)

How to Get the Teacher's Attention

1. Look at the teacher.
2. Raise hand.
3. Wait for acknowledgement.
4. After acknowledgment, ask question
in quiet voice tone.

How to Accept “No” for an Answer

1. Look at the person.
2. Say “OK”.
3. No arguing, whining, or pouting.
4. If you don’t understand why, ask calmly for a reason.
5. If you disagree or have a complaint, bring it up later.

How to Accept Feedback

1. Look at the person.
2. Say "OK".
3. No arguing.

How to Greet Someone

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a verbal greeting.

How to Ask to Join In

1. Decide what activity you want to join.
2. Ask in a friendly voice if you can join.
3. Say, "Thank you."

Shelley Boshard
Amanda Merrill
Jordan Dille

Are You My Mother by P.D Eastman

8th Grade

Social Skill: Initiating Relationship

Materials:

Are You My Mother by P.D. Eastman

Utah Core associated with Social Skill:

Intended Learning Outcomes:

ILO 3. *Demonstrate responsible emotional and cognitive behaviors.*

Indicator b. Express self in positive ways.

Indicator d. Demonstrate appropriate behavior.

Indicator e. Express feelings appropriately.

LESSON OBJECTIVE:

Given the story *Are You My Mother*, students will be able to recite the steps of how to initiate a relationship in the special education classroom and general education classroom.

KEY CONCEPTS:

Learning how to initiate relationships is fundamental in building a healthy, productive and proper relationship.

BACKGROUND KNOWLEDGE:

Students should know what different kinds of relationships are.

Teacher should know the steps to the skill.

Teach the meaning of initiate.

DIRECT TEACHING SEQUENCE:

Anticipatory Set:

Read *Are You My Mother* aloud to the students. Discuss what baby bird did to initiate relationships with people he comes in contact with.

Name and describe the skill:

Today class we are learning about how to initiate relationships. This means that we are going to learn the steps and procedures to properly establish a relationship with people we meet for the first time.

Say the steps:

There are 4 steps. We need to ask ourselves:

1. Offer greeting
2. Give information

Shelley Boshard
Amanda Merrill
Jordan Dille

3. Ask for information
4. Invite participation

Rationale

The reason we need to learn how to properly initiate relationship is skill that is looked highly upon in professional, academic, social situations.

Model the skill or behavior

The teacher will relate the following scenario based on the book: Baby bird hatched out of his egg and looked around. He realized that he did not have a mother there so he went for a walk to find her. Along the way he encountered animals and machinery. He asked most of them if they were his mother. As his quest to find his mother he found a machine. He walked up to it, and without talking to it, the machine put him back in his nest.

Show the class the page where he jumped on the machine, page 46.

His mother came and he knew who it was.

Baby bird did not initiate a relationship properly. He went up to the dog, instead of giving, and asking information, he stood on his head. He then asked if the dog was his mother.

Later, when he came upon the car, instead of initiating a relationship, he assumed the car was not his mother, and ran away.

Baby bird did not initiate a relationship appropriately. Now he needs to learn how to do this.

He can use these steps.

I'll pretend to be the baby bird showing what he should have done when talking to the kitten by using the steps we just learned, page 22.

1. Offer Greeting: Hello
2. Give information: My name is baby bird
3. Ask for information: Are you my mother?
4. Invite participation: Allow for response

Check for understanding—practice

Say the Steps:

Tell me the steps to of how initiate to a relationship.

Students repeat the steps aloud together as a class. Often Genies Allow Incentives

Do the skill:

Teacher prompts this practice step by step.

Description: Students are put into pairs where they will practice going through the steps of initiating relationship, through role-play, in different situations that were brainstormed by the class.

Script: "I want student A to initiate the relationship and student B is going to respond appropriately and check the student A's order and provide feedback, then you will switch roles."

A: Student

B: Person student interacts with

Lunch room: Student will go up to peer in the lunch room, say hello, tell the peer his/her name, ask if he may eat with him, and wait for a response.

A: Hello, my name is Jane; may I eat lunch with you today? (wait)

B: Yes please sit down.

A: (sits down)

Mall: Student will go up to a security guard, say how are you today, introduce himself, ask for the time, and wait for the answer.

ocial Skills Lesson Plan

Shelley Boshard
Amanda Merrill
Jordan Dille

A: How are you today? My name is Jake. Do you have the time? (waits)

B: Yes, it is 3:15

Grocery Store: Student will go up to an employee, say good morning, my name is _____, how much is this can of corn? Then the student will wait for a response

A: Good morning! I'm Suzy. How much is this can of corn going to be? (waits)

B: Good morning to you too, that will be \$1.23

Guided practice/monitoring

After putting students in pairs, first students will take turns reciting the steps to each other; second, students will then role play the steps each taking turns to initiate and respond appropriately; third, students will provide praise and feedback. Teacher circulates to monitor.

Swimming Pool:

A: Hi, I'm swimming here, can you show me where the locker rooms are?

B: Welcome, they are just around the corner

Restaurant:

A: Hi, I'm a customer here; can you recommend a dessert for us this evening? We like chocolate.

B: If you enjoy chocolate, you'll love our Chocolate Mousse 😊

Bus/ Public Transportation:

A: Good evening, I'm a student at Home Town High School; which stop bus stop is closest to HTHS?

B: That would be stop # 32. GO FARMERS!!!!

Provide specific feedback and praise

While the students are role-playing, the teacher will circulate the room providing feedback on what the students could do to improve the relationship skills and praise on what they are doing correctly to help build relationships, to individuals and pairs. (i.e. good job reviewing the steps, I like the way you asked the question, high five, smiles, make sure you are giving him time to respond, be sure to invite participation and not just move on, remember to follow all four steps or remember to ask for information.)

Feedback:

Be sure to wait for the response, before rushing into the next sentence.

Make sure you greet the person, before asking the question, or introducing yourself.

Be sure to talk slowly, so that people can understand your question.

Praise:

I like the way you waited for Jonny to answer your question, before asking him another question.

The way you asked your question helped Susan understand what you wanted.

Great job following all of the steps!

😊

Closure/plan future practice opportunities

I like how you followed the steps for initiating relationships. You did a great job working in pairs. I can tell by the role-playing, you all have a good understanding of how to initiate relationships appropriately. I will be looking for all four steps: greeting, give information, ask for information and invite participation. Throughout the week, we will review the skills and practice the steps in different situations. I will be giving feedback on what you give as information, what information you ask for and also the speed of the conversation; I don't want you to talk too fast so that others can't understand what you are saying. I will also check to make sure you are allowing time for the response. I will verbally be giving the feedback.

INDEPENDENT PRACTICE:

This week, I want you to seek out 3 relationships using the four steps we just learned. After each experience I want you to write a paragraph telling me what you learned, what went well, and what are things that you want to work on that will help you initiate relationships. You will also need to tell in your paragraph who you initiated the relationship with. These paragraphs are due Friday.

Least Restrictive Behavioral Interventions (LRBI)



If you have
difficulty
playing these
videos, you
need QuickTime



Utah State Office of Education: LRBI Resources

Utah Rules for the Selection of Least Restrictive Behavioral Interventions (LRBI) for use with Students with Disabilities 2002.

Supplemental Resources

Print Documents

Preliminary Strategies: Print Checklists

- Appropriate & Motivating Curriculum - video
- High Rates of Positive Responses - video
- Structured Daily Schedule - video
- Staff Training - video
- Environmental Engineering - video
- Instructional Pacing - video
- Home Notes - video
- Precision Commands - video
- Data Collection - video
- Parent Conference - video
- Special Equipment - video
- Supervision - video
- Functional Behavioral Assessment

Level I - Positive Intervention Strategies: Print Checklists

- Positive Reinforcement - video
- Differential Reinforcement - video
- Behavior Momentum
- Group Reinforcement Response Contingency (caution) - video
- Token Economy (caution) - video
- Behavioral Contracts (additional materials): The One-Party Behavioral Contract - video
- Contingent Observation

Level II - Mildly Intrusive Contingent Procedures: Print Checklists

- Response Cost (caution)
- Over Correction

- Required Relaxation
- Food Delay (caution)
- Extinction (caution)
- In School Suspension

Video Tapes

Preliminary Strategies - Tape I

- Precision Commands
- Structured Daily Schedule
- High Rates of Positive Responses
- Supervision
- Home Notes

Preliminary Strategies - Tape II

- Appropriate & Motivating Curriculum
- Staff Training
- Environmental Engineering
- Instructional Pacing
- Special Equipment
- Data Collection
- Parent Conference

Level I - Positive Intervention Strategies - Tape I

- Behavioral Contracts
- Group Reinforcement Response Contingency
- Differential Reinforcement
- Token Economy
- Positive Reinforcement

A limited number of video tapes is made available to each Utah School District at **no charge** Orders.

Utah School Districts may reproduce these tapes for non-profit use within their district. Other school districts outside of Utah, may order copies @ \$16 each from the:

Utah Personnel Development Center
2290 East 4500 South
Suite 220
Salt Lake City, UT 84117
1(800)662-6624

Provo School District: LRBI Resources

Continuum of Interventions
LRBI Procedures

Math

IEP Goal: _____

State Core Curriculum Standard: _____

- Instructions:
- 1) Record pre and post unit scores.
 - 2) Scores should reflect student *independent* performance on pre and post unit assessments.
 - 3) Highlight scores using the color key below.

Date																		
Unit Objective & Criteria																		
Students																		

Key: Red-Met unit objective criteria
Yellow-Met IEP goal

IEP Goal: _____

State Core Curriculum Standard: _____

- Instructions:
- 1) Record data daily.
 - 2) Scores should reflect student *independent* performance* on daily instructional objectives.
 - 3) Daily instructional objective should align with your unit and IEP objectives.
 - 4) Highlight scores using the color key below.

Date																			
Daily Objective & Criteria																			
Students																			

*If work was completed with assistance indicate

Key: Red-Met daily objective criteria
Green-Met unit objective criteria
Yellow-Met IEP goal

Date																		
Daily Objective & Criteria																		
Students																		

*If work was completed with assistance indicate

Key: Red-Met daily objective criteria
 Green-Met unit objective criteria
 Yellow-Met IEP goal

Direct Instruction Lesson Plan Template

Teacher name:

Date: 6/23

Students:
PLAAPF: (reference Core Standard)
IEP Goal:
Unit Objective:
Daily Instructional Objective:
Daily Instructional Objective (written in student terms):
Rationale for Instructional Objective (written in student terms):
Materials:
Student accommodations needed:
Technology:

This is what the student will “do” to complete one independent practice item as defined by the lesson objective.

**Use daily instructional objective written in student terms*

**Accurately sequence the skill into 3 or more concise steps*

**Use 5-7 words to describe each step.*

USE SIMPLE STUDENT LANGUAGE

(If skill exceeds 5 steps, plan to teach the skill across multiple sessions.)

Task Analysis
Step 1:
Step 2:
Step 3:
Step 4:
Step 5:

<u>Review Behavior</u>	<u>Teacher prompt</u>	<u>Student response</u>
<p><u>Expectations</u> <i>List expectations for all lesson components</i></p> <p><u>Review</u> <i>Review previous lesson's skill(s) using questions that elicit high rates of student response (3-5 examples)</i></p> <p><i>Check prerequisite skills as needed. (example here)</i></p>	<p>Examples of prerequisites for other lessons:</p>	

The Review section should last approximately 5 minutes of a 25 minute lesson plan.

Review Data

Name	Correct Responses	Incorrect Responses	Praise/Comments

INSTRUCTION	<u>Teacher (I DO)</u>		<u>Student response</u>
<p>Lesson Component</p> <p>Attention Cue/ Anticipatory Set (Sparks student interest) Daily Instructional Objective (In student language) (30 seconds)</p> <p>Teacher Modeling Aligns with daily instructional objective</p> <p>Model daily instructional objective using accurate, sequential, concise steps from your task analysis.</p> <p>Use "think alouds" ("When I...")</p> <p>Use high rates of responses (4-6/minute) ("I do, What do I do?")</p> <p>3-5 examples that align with daily instructional objective</p>			

The Instructional Modeling section should take approximately 5-7 minutes of a 25 minute lesson plan.

2. Individual oral responses (we do) Begin fading assistance

Ask individual students the steps, ask individuals guiding questions as needed (fade prompts)

Correction procedure for guided practice problem # 2: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.

If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.

If student is inattentive, call attention, model answer, prompt response, praise when correct

Name _____

Date _____

Guided Practice

◆ 40 _____

★ 90 _____

● 50 _____

Independent Practice

1. 10 _____

4. 70 _____

2. 80 _____

5. 20 _____

3. 30 _____

6. 60 _____

Independent Practice Data Collection

IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, the student will calculate and write answers, 18/20 correct in one trial (2NBT5).

Unit Objective: Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.

Lesson Objective 1: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.

Lesson Objective 2: Given ten 1- and 2-digit numbers, Faith will write the number of 1s or 10s in each, 10/10 correct.

Lesson Objective 3: Given ten 1-, 2-, and 3-digit numbers, Faith will write the number of 1s, 10s, of 100s in each, 10/10 correct.

Lesson Objective 4: Given ten 2- numbers, Faith will write the numbers in expanded notation, 10/10 correct.

Lesson Objective 5: Given five 2-digit + 1-digit problems, Faith will write the numbers by place value, e.g. $24 + 5 = 20 + (4 + 5) = 20 + 9$, 5/5 correct.

Lesson Objective 6: Given five 2-digit + 1-digit problems, Faith will add by place value and write the answers, 5/5 correct.

Lesson Objective 7: Given five 2-digit + 2-digit problems, Faith will write the numbers by place value, e.g. $24 + 15 = 30 + (4 + 5) = 30 + 9$, 5/5 correct.

Lesson Objective 8: Given five 2-digit + 2-digit problems, Faith will add by place value and write the answers, 5/5 correct.

<i>Students</i>	<i>Objective 1</i>	<i>Objective 2</i>	<i>Objective 3</i>	<i>Objective 4</i>	<i>Objective 5</i>	<i>Objective 6</i>	<i>Objective 7</i>	<i>Objective 8</i>
Faith	/6	/10	/10	/10	/5	/5	/5	/5
Hope	/6	/10	/10	/10	/5	/5	/5	/5
Charity	/6	/10	/10	/10	/5	/5	/5	/5

SAMPLE: Complete Addition Lesson Plan

Teacher name: Marvin Gardens

Date: 6/23

Students: Faith, Hope, Charity	<p>This is what the student will “do” to complete one independent practice item as defined by the lesson objective.</p> <p><i>*Use daily instructional objective written in student terms</i></p> <p><i>*Accurately sequence the skill into 3 or more concise steps</i></p> <p><i>*Use 5-7 words to describe each step.</i></p> <p>USE SIMPLE STUDENT LANGUAGE</p> <p><i>(If skill exceeds 5 steps, plan to teach the skill across multiple sessions.)</i></p>	Task Analysis	
PLAAP: Math CBA given 4/25 shows Faith <u>can</u> add 1-, 2-, and 3-digit numbers without renaming, 27/28 correct. She <u>cannot</u> add 2-digit numbers with renaming ones to tens or tens to hundreds. Faith <u>needs to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u> to progress in the general math curriculum (2NBT5).			<p>Step 1: Say the number</p> <p>Step 2: Say the number of tens</p> <p>Step 3: Write the number of 10s</p> <p>Step 4: Say the number of tens that equals the number.</p> <p>Step 5:</p>
IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, Faith will calculate and write answers, 18/20 correct in one trial (2NBT5).			
Unit Objective: 1. Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.			
Daily Instructional Objective: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.			
Daily Instructional Objective (written in student terms): Today you will write the tens in a number.			
Rationale for Instructional Objective (written in student terms): Writing the number of 10s will make it easy to add and subtract larger numbers..			
Materials: Whiteboard, marker, guided practice worksheet, independent practice worksheet Student accommodations needed: Pencil grip for Faith Technology: NA			

INSTRUCTION	<u>Teacher (I do)</u>	<u>Student response</u>
<p>Lesson Component Attention Cue/ Anticipatory Set (Sparks student interest) Daily Instructional Objective (In student language) (30 seconds)</p>	<p>If we needed to say the number of tens in 35, how could we do it? There is an easy way, and that is what we will learn today.</p>	<p>Look at teacher.</p>
<p>Teacher Modeling Aligns with daily instructional objective</p>	<p>You will learn to say and write the tens in a number. What will you learn to do?</p>	<p>Say and write the tens in a number.</p>
<p>Model daily instructional objective using accurate, sequential, concise steps from your task analysis.</p>	<p>Watch me as I say and write the number of tens in 30. (Display 30) <i>(Say the step, ask students what the step is, provided teacher talk on the step as needed.)</i></p>	<p>Look at teacher.</p>
<p>Use "think alouds" ("When I...")</p>	<p>When I say the number of tens in a number, the first step I follow is, say the number. What is the first step? <ul style="list-style-type: none"> ▪ Correct, say the number </p>	<p>Say the number</p>
<p>Use high rates of responses (4-6/minute) ("I do, What do I do?")</p>	<p>When I say this number (point) I look at the number and say "thirty." What do I say? <ul style="list-style-type: none"> ▪ Excellent responding. </p>	<p>Thirty</p>
<p>3-5 examples that align with daily instructional objective</p>	<p>The next step I follow is say the number of tens. What is the next step? <ul style="list-style-type: none"> ▪ Right. Say the number of tens. </p>	<p>Say the number of tens</p>
	<p>I think to myself, the number of tens (point) is three, so I say three. What is the number of tens? <ul style="list-style-type: none"> ▪ Good response. </p>	<p>3</p>
	<p>I think to myself, there are 3 tens in this number. How many 10s are in this number? <ul style="list-style-type: none"> ▪ Yes, there are 3 tens in this number. </p>	<p>Three</p>
	<p>The next step I follow is I write the number of 10s on the line. What is the next step? <ul style="list-style-type: none"> ▪ Perfect </p>	<p>Write the number of tens</p>
	<p>There are 3 tens in thirty, so I write three on the line. What number do I write on the line? <ul style="list-style-type: none"> ▪ Exactly. I write three </p>	<p>Three</p>
	<p>The last step I follow is, say the number of tens that equals the number. What is the last step? <ul style="list-style-type: none"> ▪ Correct. I say the number of tens that equals the number. </p>	<p>Say the number of tens that equals the number</p>
	<p>I think in my mind that 3 tens equal 30, and I say it aloud: "three tens equal thirty." What do 3 tens equal?</p>	<p>Thirty</p>

	9. Now you say it. <ul style="list-style-type: none">▪ Correct! Further examples: 60, 10, 20, 80	Three tens equal thirty
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The Instructional Modeling section should take approximately 5-7 minutes of a 25 minute lesson plan.

GUIDED PRACTICE	Teacher (We do)	Student Response
<p>Aligns with modeling</p> <p>Provides high rates of student response as teacher and students apply the task analysis of the daily instructional objective.</p> <p>Script 3 examples</p> <p>1. Oral group responses</p> <p>2. Individual oral <i>Begin fading</i></p> <p>3. Individual written <i>Fade to basic steps</i></p> <p>List 3-5 examples for each section of guided practice, in case needed.</p>	<p>1. Group oral responses (we do)</p> <p><i>Ask the students what the step is, guide students with questions on the step as needed.</i> (Display 60)</p> <p>What do we do for our first step?</p> <ul style="list-style-type: none"> ▪ Good, we say the number. <p>Everyone do step one together.</p> <ul style="list-style-type: none"> ▪ Good reading <p>What is our next step?</p> <ul style="list-style-type: none"> ▪ Yes. We say the number of tens <p>Everyone think about the number of tens and get ready to say it together. What is the number of tens?</p> <ul style="list-style-type: none"> ▪ Well done. <p>What is the third step?</p> <ul style="list-style-type: none"> ▪ Yes, we write the number of 10s. <p>What number should we write? Where should we write it?</p> <ul style="list-style-type: none"> ▪ Yes, I write 6 on the line (teacher writes 6 on the number line) <p>What is our last step?</p> <ul style="list-style-type: none"> ▪ Excellent answer <p>What is our number of tens? What number does it equal?</p> <p>Say together the number of tens and the number it equals.</p> <ul style="list-style-type: none"> ▪ Perfect answer. Six tens equal 60. <p><i>Correction procedure: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If students are inattentive, call attention, model answer, prompt response, praise when correct.</i></p>	<p>Say the number</p> <p>Sixty</p> <p>Say the number of tens</p> <p>Six</p> <p>Write the number of 10s</p> <p>6 on the number line</p> <p>Say the number of tens that equals the number</p> <p>6 60</p> <p>Six tens equal 60</p>

	<p>Additional examples: 40, 50, 90</p> <p>2. Individual oral responses (we do) Begin fading assistance <i>Ask individual students the steps, ask individuals guiding questions as needed (fade prompts)</i></p> <p>(Display 20) What do we do first, Faith? <ul style="list-style-type: none"> ▪ That's right, good answer </p> <p>Read the number, Hope. <ul style="list-style-type: none"> ▪ Good reading, Hope. </p> <p>What is the next step, Charity? <ul style="list-style-type: none"> ▪ Correct. </p> <p>Do that for us, Charity <ul style="list-style-type: none"> ▪ Yes, the number in the tens column is 2. </p> <p>What do we do now, Faith? <ul style="list-style-type: none"> ▪ Exactly </p> <p>What number should we write, Faith? <ul style="list-style-type: none"> ▪ Excellent. we write 2 (write) </p> <p>What is the last step, Hope? <ul style="list-style-type: none"> ▪ That's right. </p> <p>Say the number of tens that equals the number, Hope. <ul style="list-style-type: none"> ▪ Perfect answer, Hope. </p> <p><i>Correction procedure for guided practice problem # 2: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If student is inattentive, call attention, model answer, prompt response, praise when correct</i></p> <p>Additional examples: 80, 40, 10</p>	<p>Say the number</p> <p>Twenty</p> <p>Say the number of tens</p> <p>2</p> <p>Write the number of 10s</p> <p>2</p> <p>Say the number of tens and the number</p> <p>Two tens equal 20</p>
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	<p>Individual written responses (we do) Fade to basic steps (Distribute practice worksheet.) <i>Ask students to complete each step</i></p> <ol style="list-style-type: none"> 1. Put your finger on the diamond. 2. Think in your mind and then say the first step together. <ul style="list-style-type: none"> ▪ Excellent reading. 3. Everyone do the next step. <ul style="list-style-type: none"> ▪ Four is correct. 4. Now the third step. <ul style="list-style-type: none"> ▪ Correct 4. The last step together. <ul style="list-style-type: none"> ▪ Good reading <p><i>Correction procedure for guided practice problem # 3: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If student is inattentive, call attention, model answer, prompt response, praise when correct</i></p> <p>Additional examples: 90, 50</p>	<p>Finger on diamond</p> <p>Forty</p> <p>Say "four"</p> <p>Write 4 on line</p> <p>4 tens equals 40</p>
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The Guided Practice section should take approximately 8-10 minutes of a 25 minute lesson plan.

Guided Practice Data

Name	Correct Responses	Incorrect Responses	Praise/Comments
Faith			
Hope			
Charity			

INDEPENDENT PRACTICE	<u>Teacher (You do)</u>	<u>Student response:</u>
<p>Guide students through first independent practice problem</p> <p>Monitor students individually</p> <p>Provide high rates of praise</p> <p>Re-teach if needed</p> <p>5-7 Examples that align with daily instructional objective</p>	<p>(Distribute Independent Practice worksheet)</p> <p>1. Complete problem 1.</p> <p>(Check for accuracy.) Continue with the other items.</p>	<p>Read problem aloud.</p> <p>Write answer.</p> <p>Complete worksheet</p>
<p><u>CLOSING</u></p> <p>Restate daily instructional objective</p> <p>Describe student performance</p> <p>Preview next lesson</p>	<p>Today we learned: Today we learned to write the tens in numbers. Thank you for keeping your eyes on me and answering together so well.</p> <p>Tomorrow we will: Tomorrow we will learn to write the tens and ones in numbers..</p>	

Independent Practice should take approximately 7 minutes of a 25 minute lesson plan. Closing should take approximately 1 minute.

Name _____

Date _____

Guided Practice

◆ 40 _____

★ 90 _____

● 50 _____

Independent Practice

1. 10 _____

4. 70 _____

2. 80 _____

5. 20 _____

3. 30 _____

6. 60 _____

Independent Practice Data Collection

IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, the student will calculate and write answers, 18/20 correct in one trial (2NBT5).

Unit Objective: Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.

Lesson Objective 1: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.

Lesson Objective 2: Given ten 1- and 2-digit numbers, Faith will write the number of 1s or 10s in each, 10/10 correct.

Lesson Objective 3: Given ten 1-, 2-, and 3-digit numbers, Faith will write the number of 1s, 10s, of 100s in each, 10/10 correct.

Lesson Objective 4: Given ten 2- numbers, Faith will write the numbers in expanded notation, 10/10 correct.

Lesson Objective 5: Given five 2-digit + 1-digit problems, Faith will write the numbers by place value, e.g. $24 + 5 = 20 + (4 + 5) = 20 + 9$, 5/5 correct.

Lesson Objective 6: Given five 2-digit + 1-digit problems, Faith will add by place value and write the answers, 5/5 correct.

Lesson Objective 7: Given five 2-digit + 2-digit problems, Faith will write the numbers by place value, e.g. $24 + 15 = 30 + (4 + 5) = 30 + 9$, 5/5 correct.

Lesson Objective 8: Given five 2-digit + 2-digit problems, Faith will add by place value and write the answers, 5/5 correct.

<i>Students</i>	<i>Objective 1</i>	<i>Objective 2</i>	<i>Objective 3</i>	<i>Objective 4</i>	<i>Objective 5</i>	<i>Objective 6</i>	<i>Objective 7</i>	<i>Objective 8</i>
Faith	/6	/10	/10	/10	/5	/5	/5	/5
Hope	/6	/10	/10	/10	/5	/5	/5	/5
Charity	/6	/10	/10	/10	/5	/5	/5	/5

DIRECT INSTRUCTION LESSON PLAN OUTLINE

NAME: _____ DATE: _____ M T W TH F

Personal Instructional Focus:
IEP Objective/PLAAFP:
Unit Objective and Core Standard:
Daily Instructional Objective:
Daily Instructional Objective in Student Terms:
Materials: Technology: Accommodations: Data to be Collected:
Behavior Expectations:
Rationale:
Task Analysis:
Review & Pre-requisite Skills: List 3-5 examples
Anticipatory Set:
Instruction/Modeling: (When I ... Teacher directed) List 3-5 examples
Instruction/Guided Practice: (When We... Fade prompts to independent practice) List 3-5 examples <ul style="list-style-type: none"> • Group oral • Individual oral • Individual written
Instruction/Independent Practice: (When You... Aligned to daily instructional objective) List 5-7 examples
Closing & Preview: (Today we learned... Tomorrow we will...) (Describe Student Behavior)

Turned in by 8:00 AM to Mentor Teacher: Yes No

Cognitively Guided Instruction for Math

Phase 2 Direct Instruction (if needed)	
MODELING	Student Responses
GUIDED PRACTICE <i>Group oral</i>	
<i>Individual Oral</i>	
<i>Individual performance</i> <i>Return to Phase 1, problem 2.</i>	

Lesson Plan Cognitively Guided Instruction for Math

Teacher: Smedley Bluebottle

Date: June 16

M T W Th F

Math Concept: Joining, result unknown

Lesson Objective: Given 3 joining, result unknown problems, students will model and explain solutions using math tools, 3/3 correct.

Behavior expectations: Follow teacher directions, use tools carefully

1. Present the Problem

Teacher directive

I will read a problem.
Listen as I read the problem aloud.

Problems

5 geese were swimming in the pond. 6 more geese joined them. How many geese were there in the pond?

Santosh bought 6 goldfish. His uncle gave him 3 more goldfish for his birthday. How many goldfish does Santosh have?

4 birds sat on a wire. 4 more birds came and sat by them. How many birds are on the wire altogether?

2. Students Solve Problem

Teacher directive

Now use your math tools to solve the problem.

Math tools

Unifix cubes

Time allowed 7 min

3. Students Report Problem Solutions

Opening

Oola, please tell us how you solved the problem. Who would like to tell us how to solve the problem?

Planned math talk prompts

Restate:

Can someone restate the solution?

Further participation:

Who can help out?

Explains other's reasoning:

Oola, will you explain what Fern did?

Wait time:

Take your time. We will wait.

Clarify:

Philbert, will you clarify for us?

DATA	2. Solving Problem			3. Reporting Solution		
	Correct	Incorrect	No attempt	Correct	Incorrect	No attempt
<i>Fern</i>	✓✓			✓✓		
<i>Honorita</i>	✓		✓	✓✓		
<i>Oola</i>	✓✓			✓✓		
<i>Philbert</i>	✓	✓		✓		✓
<i>Rastus</i>	✓	✓		✓	✓	

Phase 2 Direct Instruction (if needed)

MODELING

I will use math tools to solve the problem. What will I do?

- Good listening

I count blocks for the first group of geese. What do I do?

- Good answer

There are 5 geese in the first group. How many are in the first group?

- Yes, there are 5.

Now I count blocks for the other group of geese. What do I do?

- Excellent answer!

Now I count all the blocks in both groups. What do I do?

- I count all the blocks

(Count) I have 11 geese altogether. How many are there altogether?

- 11 geese is correct

So 5 geese and 6 more geese equals 11 geese. What do 5 geese and 6 more geese equal?

- Perfect

GUIDED PRACTICE

Group oral

Sue gave Mario 3 cookies. Benita gave Mario 4 more cookies. How many cookies does Mario have now?

What do we do first?

- Yes, we count blocks to equal the first group.

How many are in the first group?

3 is right, so we count 3 blocks (count out 3 blocks)

What do we do next?

How many are in the other group?

Good answer, so we count 4 more blocks (count out 4 blocks).

What is the next step?

- Exactly

Count the blocks with me (point to blocks as all count)

- Excellent counting!

How many cookies does Mario have now?

7 is correct.

Individual oral

4 bunnies came to our yard. Then 5 more bunnies came later. How many bunnies were in the yard altogether?

Philbert, what is our first step?

- We count for the first group

How many are in the first group, Fern?

- Good counting!

Honorita, what is our next step?

- That's right

Count for us, Honorita. How many are in the other group?

- 4 is correct

What should we do now, Rastus?

STUDENT RESPONSES

Use math tools to solve the problem.

Count blocks for first group of geese.

5

Count blocks for other group of geese.

Count all the blocks in both groups.

11 geese

11 geese

Count blocks for the first group.

3

Count blocks for the other group.

4

Count all the blocks in both groups.

1, 2, 3, 4, 5, 6, 7

7

Count blocks for the first group.

4

Count blocks for the other group.

4

- You are correct, sir!
- Rastus, count both groups while I point at the blocks.
- Very counting, Rastus
- How many bunnies came into the yard altogether, Oola?
- 9 is exactly right.

Individual performance
Return to Phase 1, problem 2.

Count all the blocks in both groups.

1, 2, 3, 4, 5, 6, 7, 8, 9

9 bunnies

Sequence of Cognitive Guided Instruction to Direct Instruction

Day One:

Concepts – example: adding, subtracting, trading, re-grouping

Adding, use a story problem for joining, use manipulative to solve the problem, teacher asks each student how they process

Can come back to a concept if there is a hole discovered during instruction

Comes at the beginning of a *concept* not at the beginning of a skill

Example: Joining, subtracting

Students have materials

Teacher writes story problems to solve

Student finds solution (can rotate between this and student practice)

- Student explains solution

Students practice solution

- Guiding with teacher questions (after students find solution)
-

Remember: Social skills need to be taught! For example: how to sit when others speak

Day Two:

Teacher has problems, use manipulatives, and WRITE a number sentence horizontally

Task Analysis

Put out manipulatives on placemat

Combine ones, write answer

Combine tens, write answer

Manipulative on top

Number under neither

Day Three:

Teach a DI lesson saying, *"Now I am going to teach you one way to do this."*

Include all components of Effective Teaching Cycle

- Modeling: Vertically written with manipulatives,
- Guided practice:
- Independent practice:

CGI (tools) to Abstract (numbers)

Application

When students have mastered CGI problem solving.

1. Implement CGI process

2. Write algorithm in numerals

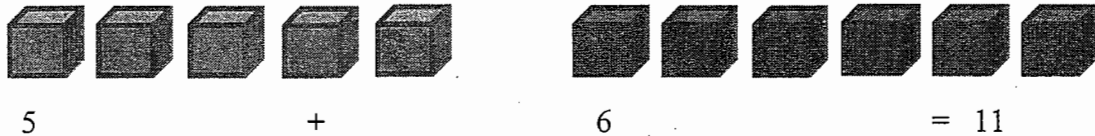
- After students solve problem with manipulative math tools, have them write the algorithm for the problem and answer.

Example

5 geese were swimming in the pond. 6 more geese joined them. How many geese were there altogether? (Problem type: Joining, result unknown)

Student solution

Students use blocks to illustrate problem, then write accompanying algorithm:



Pictorial (Semi-concrete) to Abstract

Application

Alternative to using manipulative math tools.

1. Implement CGI process

- Have students draw tally marks or other pictures to represent problem components, rather than using manipulative math tools.

2. Write algorithm in numerals

- After students solve problem with pictorial representations, have them write the algorithm for the problem and answer.

Student solution

Students use pictorial representations to illustrate problem, then write accompanying algorithm:

$$\begin{array}{ccccccc} \text{//} & \text{//} & \text{//} & \text{//} & & \text{//} & \text{//} & \text{//} & \text{//} & \text{//} \\ 5 & + & 6 & = & 11 \end{array}$$

Observation Protocol Cognitively Guided Math Instruction

1. Teacher presents problem.	<ul style="list-style-type: none"> ◆ Presents written problem to students ◆ Reads problem aloud ◆ Prompts students to read aloud
<i>Comments</i>	
2. Students solve problem.	<ul style="list-style-type: none"> ◆ Each student has access to math tools ◆ Prompts students to use tools to solve problem ◆ Prompts with questions to guide student thinking, as needed ◆ Allows time for at least one student to solve problem ◆ If lesson is CGI-abstract, prompts students to write numeric algorithm for problem solution ◆ If students do not progress, moves to full direct instruction lesson to solve problem with math tools.
<i>Comments</i>	
3. Students report solutions	<ul style="list-style-type: none"> ◆ Prompt one or more successful student to explain strategy used. ◆ Prompts all students to solve the problem as reporting student explains ◆ If DI lesson used in Step 2, then following <u>guided</u> practice prompt one or more students to explain the strategy used before proceeding to independent practice.
<i>Comments</i>	
4. Teacher decisions	<ul style="list-style-type: none"> ◆ If all students have mastered, teacher moves on with next lesson. ◆ If some or all have not mastered, teacher reteaches in next lesson
<i>Comments</i>	

Directive #1

Introducing Math Fact Families Routine

Observed	Not Observed	Objective: The students will point, say and write a fact family using the triangle sheet. (This initial teaching step is to be done with the large group. Teach the routine for the four facts in each fact family listed on the probe, e.g., Day1 teach 2-7-9, Day2 teach 2-8-10, Day 3 teach 2-9-11, Day 4 practice all fact families.)
		1. Let's get ready for Math Fact Fluency.
		2. You will learn a new fact family for addition and subtraction/ <i>multiplication and division</i> (name the fact family.)
		3. What will you learn?
		Modeling: Teacher should be modeling all tasks.
		1. (Write the number family on the board in a triangle.) This is the fact family for (name the family.)
		2. When I read this fact family I say (repeat the fact family as you point to each number.)
		3. Recite with me as I point to each number in the fact family. (Repeat several times.)
		4. These numbers go together when you add and subtract/ <i>multiplication and division</i> . When do these numbers go together?
		5. You can make two addition/ <i>multiplication</i> and two subtraction/ <i>division</i> facts from these three numbers. * What can you make from these three numbers?
		6. Watch and listen while I make two addition/ <i>multiplication</i> facts (say and write two addition facts.) What kind of facts did I make?
		7. Recite the fact family and the two addition/ <i>multiplication</i> facts with me. (Repeat several times)
		8. Watch and listen while I make two subtraction facts/ <i>division</i> (say and write to two subtraction facts.) What kind of facts did I make?
		9. Recite the fact family and the two subtraction/ <i>division</i> facts with me. (Repeat several times.) What kind of facts did I make?
		Guided Practice: Students should be answering in unison and completing tasks.
		1. (Erase the facts.) Read the fact family together.
		2. Point, say the two addition/ <i>multiplication</i> facts as I write.
		3. Point, say the two subtraction/ <i>division</i> facts as I write.
		4. (Repeat steps 1-3 until student responding is firm.)
		Practice: Minimal teacher prompting. Students should practice using a blank triangle practice sheet.

		1. Say the fact family.
		2. Write the missing numbers in the first triangle.
		3. Say the two addition/ <i>multiplication</i> facts.
		4. Say the two subtraction/ <i>division</i> facts.

*If addends are the same (eg. 3, 3, 6) only one addition and one subtraction fact can be made.

Directive #2

Teaching Practice Sheet Routine

Observed	Not Observed	Objective: Student will write the numbers for each fact family and then practice saying each fact family as many times as possible for 20 seconds.
		1. Let's get ready for Math Fact Fluency practice.
		2. You will practice the fact family on your practice sheet.
		3. What will you do?
		Modeling:
		1. First I write the numbers for the first fact family in the first triangle, and then I say the four facts for the first triangle as quickly as possible for 20 seconds.
		2. Watch me. (Demonstrate.)
		3. Then I move to the second triangle. What do I do?
		4. I write the numbers for the second fact family in the second triangle, and then I say the four facts for the second triangle as quickly as possible for 20 seconds.
		5. Watch me.
		6. Then I move to the third triangle.
		7. I write the numbers for the third fact family in the third triangle, and then I say the four facts for the third triangle as quickly as possible for 20 seconds.
		Guided Practice:
		1. Put finger on first triangle.
		2. Point to and say the four facts. What do you do?
		3. Ready, begin. (Time for 20 seconds.)
		4. Repeat steps 1-3 for the second and third triangle.

Directive #3

Practicing Fact Families Individually

Observed	Not Observed	Objective: Each student will practice the RMFF Assessment fact families at their individual level. <i>Once secure in the routine begin with this step.</i>
		1. Let's get ready for practicing Math Facts.
		2. Put your finger on the first triangle.
		3. Write the three numbers.
		4. Point and say the four facts.
		5. Ready, begin. (Time for 20 seconds.)
		6. Repeat steps 2-5.

Directive #4

Math Fact Fluency Timing

Observed	Not Observed	Objective: Student will complete a math fact timing using a RMFF Assessment sheet.
		1. Let's get ready for Math Fact Fluency.
		2. You will practice addition/ <i>multiplication</i> and subtraction/ <i>division</i> fact families on an assessment so you can write the answers quickly and correctly.
		3. What will you do?
		Model: Teacher should be modeling all tasks.
		1. When I point to a fact, I read the fact and write the answer. What do I do when I point to a fact?
		2. I start by pointing to the fact on the left of the top row. Where do I start?
		3. I complete the facts from left to right. Which direction do I complete the facts?
		4. (Point to each fact in turn moving from left to right saying the fact and the answer.)
		(Error correction: if student makes an error, have them say the fact family and addition and subtraction facts for the fact family. Return to the original prompt where the error was made and repeat.)
		5. When I stop, I draw a vertical line after the last completed fact. What do I do when I stop?
		Practice using assessment: Minimal teacher prompting. Students complete tasks independently.
		1. Put your pen in the ready position. (Student pens should be on the first fact.)
		2. Read the facts and write the answers from left to right until I say stop.
		3. Ready, begin (time for one minute, circulating while students are working.)
		4. Stop, draw a line (student draws vertical line after last completed fact.)
		5. Repeat steps 1-4 for practice.

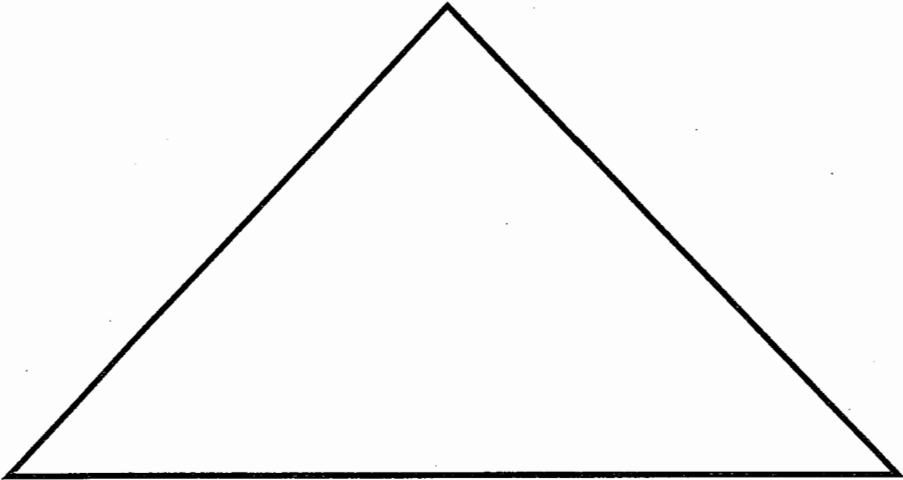

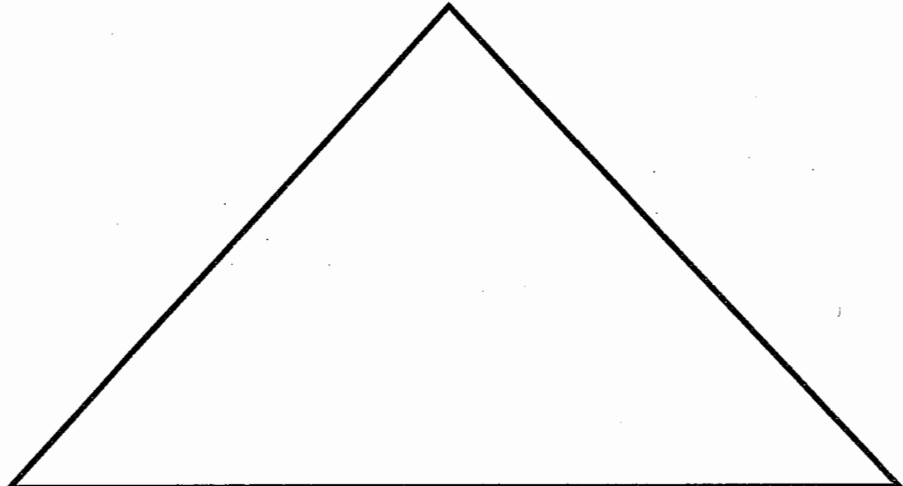

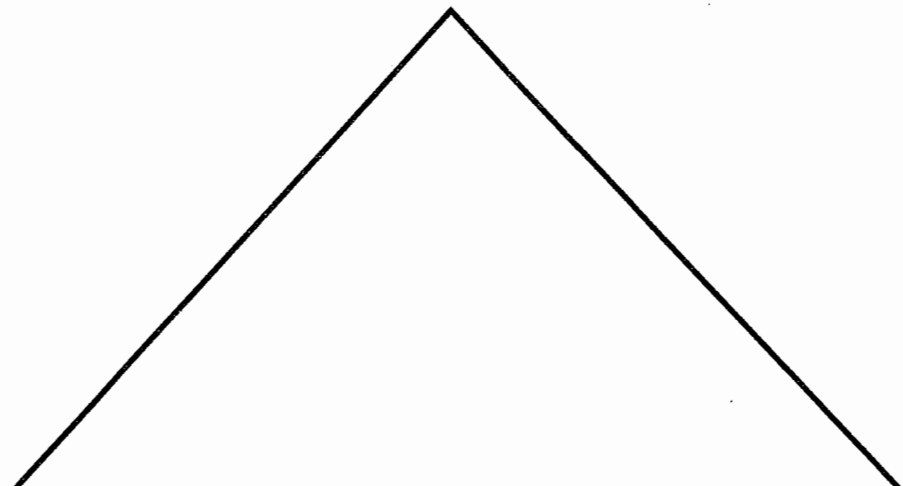

After students demonstrate that they understand the routine, modeling the task may be discontinued.

Directive #5

Proof and Score

Observed	Not Observed	Objective: Student will use an answer key to proof and score a sliced probe.
		1. Let's get ready for Math Fact Fluency.
		2. You will learn to use an answer key to proof and score your math facts.
		3. What will you learn?
		Modeling:
		1. When I proof and score my math facts, I turn the assessment sheet over and place under the plastic. What do I do first?
		2. I always move from left to right. Which direction do I move?
		3. I begin proofing each digit for every fact. What do I do next?
		4. Watch me as I proof each digit for every fact.
		5. I put an X over any digit that is not correct. What do I put over any digit that is incorrect?
		6. When I am finished proofing all the facts, I count the number of correct digits. What do I do when I finished proofing?
		7. I write the number on the recording sheet. Where do I write the number?
		8. Next I count the Xs. What do I count next?
		9. I write the number of Xs on the recording sheet. Where do I write the number of Xs?
		Guided Practice:
		1. Now it is your turn to practice. What do we do first?
		2. Turn the assessment sheet over and place under the plastic.
		3. Which direction do we move?
		4. What do we count first?
		5. Where do we write the number of correct digits?
		6. What do we count next?
		7. Where do we write the number of Xs?
		Practice Proofing:
		1. Take out the answer key and proof each digit for every fact. Remember to proof left to right.
		2. Write the number of correct digits.
		3. Write the number of Xs.

Triangle Practice Sheet

Student Name: _____ TC: _____ MT: _____

Math Scores

Assessment RMFF _____ Date: _____	Assessment RMFF _____ Date: _____
1. _____/_____ 2. _____/_____ 3. _____/_____	1. _____/_____ 2. _____/_____ 3. _____/_____
Assessment RMFF _____ Date: _____	Assessment RMFF _____ Date: _____
1. _____/_____ 2. _____/_____ 3. _____/_____	1. _____/_____ 2. _____/_____ 3. _____/_____
Assessment RMFF _____ Date: _____	Assessment RMFF _____ Date: _____
1. _____/_____ 2. _____/_____ 3. _____/_____	1. _____/_____ 2. _____/_____ 3. _____/_____

**Definitions for completing
Assessment Integrity Guide – Math Focused CBA Rubric
Summer Practicum 2015**

TC can mark rubric as “Met” if the following is done:

1. Candidate has prepared scripted directions for the Math Focused CBA and read the directions as written during administration.
2. Candidate asked questions (ie “What will you do?”) to ensure that ALL students understood what they needed to do to complete the Focused CBA.
3. Candidate did not assist students to complete the Focused CBA after the directions and clarifications were given; only minimal clarifications of instructions if needed are allowed.
4. The Focused CBAs are scored accurately and done during administration of the CBA, if individually administered, or immediately after, if administered as a group.
5. Candidate stated behavioral expectations before administering the test and effectively addressed inappropriate behaviors (if any) in a way that would not affect the validity of the Focused CBA. Or if no inappropriate behaviors occurred, mark as met.

Language Arts

Language Arts Lesson Plan Grading Rubric Guidelines

Language Arts Background Assessment

Student Names & PLAAFP	
Full Credit (.10): -Student names written -Names of assessment(s) and date (Reading includes DIBELS and RM Placement Test) -Specific skills and level of competency -Core Standard listed -Address skills in IEP -Clear, concise language	No Credit: -Missing any one of the required information
Summer IEP Goals (ABCD format & aligns with PLAAFP)	
Full Credit (.10): -ABCD format -Include grade level if applicable -Clear, concise language	No Credit: -Missing information

Language Arts Lesson Component – Reading Mastery, Penmanship, Spelling, Writing

Lesson Number, Rationale & Objective (ABCD)		
Full Credit (1.25): - Specify lesson # and book for RM/Spelling, letter for Penmanship, skill for Writing -Rationale provides a clear reason for learning the skill -Objective is written in ABCD format and aligns with IEP goals	Partial Credit (.5): -Either the rationale or objective is incorrect	No Credit: -Both rationale and objective are incorrect
Teacher Materials		
Full Credit (.10): -All necessary teacher materials listed	No Credit: -Partial list of teacher materials -Left blank	
Student Materials		
Full Credit (.10): -All necessary student materials listed - Writing instruments must be included	No Credit: -Partial list of student materials -Left blank	

Language Arts Lesson Component – Data Collection

What data will be collected/marked	
Full Credit (.25): -All data to be collected is marked	No Credit: -Partial or no data collection is marked
When data will be collected/listed	
Full Credit (.25): -Times for collecting the data are appropriate - Times specified for all data marked	No Credit: -Partial or no times included for data collection

Teacher material for data collection listed	
Full Credit (.10): -All teacher materials required for data collection is listed -Teacher materials specified for all data marked (ie. Sticky notes, lesson plan, recording sheets)	No Credit: -Partial or no teacher materials are listed for data collection
Student materials for data collection listed	
Full Credit (.10): -All student materials required for data collection is listed -Student materials specified for all data marked (ie. Worksheets, student work samples)	No Credit: -Partial or no student materials are listed for data collection

Language Arts Lesson Plan

BYU Teacher Candidate _____

Date: _____

M T W TH F

LA Background Assessment:

Students:

PLAAFP:

Summer IEP Goal:

Language Arts Component	List Lesson Number, Rationale, and Objective <i>(List error limit)</i>	Describe the Teacher Materials <i>(include pg. # or copy)</i>	Describe the Student Materials <i>(include copies)</i>	Behavior Expectations
Reading Mastery				
Penmanship <i>(alternate days)</i>				
Reading Mastery Spelling <i>(alternate days)</i>				
Writing Lesson <i>(Submit scripted lesson plan)</i>	<i>List objective from scripted lesson plan</i>			

Data Collection Please mark what data you will collect today.	When will you collect data today?	Teacher Materials for Data Collection	Student materials for Data Collection
<input type="checkbox"/> DAZE <input type="checkbox"/> DIBELS <input type="checkbox"/> CBA <input type="checkbox"/> Timed Reading <input type="checkbox"/> Reading Mastery Daily Data <input type="checkbox"/> Reading Mastery Independent Work <input type="checkbox"/> Writing Daily Data <input type="checkbox"/> Writing CBM			

Comments:

Reading Mastery

Reading Mastery Individual Data Collection

Teacher Candidate: _____

Date: _____

Students							
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Checkout Criterion* M= W= E=							
Final reading wpm/errors	____ WPM /____ Errors	____ WPM /____ Errors	____ WPM /____ Errors	____ WPM /____ Errors	____ WPM /____ Errors	____ WPM /____ Errors	____ WPM /____ Errors
# attempts for mastery							
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %

*M= minutes, W= words, E=errors as determined by story

Students							
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Checkout Criterion M= W= E=							
Final reading wpm/errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors
# attempts for mastery							
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Checkout Criterion M= W= E=							
Final reading wpm/errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors	____ WPM / ____ Errors
# attempts for mastery							
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %
Lesson # _____							
Workbook # Correct	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %	/ = %

*M= minutes, W= words, E=errors as determined by story

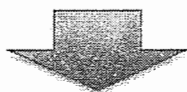
Writing

Writing Decision Making Chart

*Give all students the writing CBA

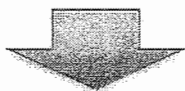


Students who cannot write a complete sentence...
work on the following pre skills.

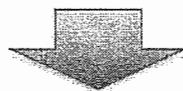


Write Direct Instruction lessons to teach the following Pre skills

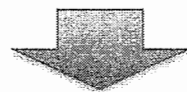
1. Trace letters
2. Write letters
3. What is an action verb?
4. What is a subject?
5. Capital letters at beginning of a sentence
6. Periods at the end of a sentence
7. Write a simple sentence



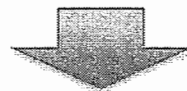
Students who can write a complete sentence...
Give the *Fundamentals of Sentence Writing* Placement Test
(see next column)



Students who can write a complete sentence...
give the *Fundamentals of Sentence Writing* Placement Test.



Place students in *Fundamentals of Sentence Writing Curriculum* at appropriate skill.



Follow the *Fundamentals of Sentence Writing Curriculum* by writing direct instruction lessons and using *Student Materials Workbook* for independent practice worksheets.



Progress Monitor weekly using the Writing CBM you learned in CPSE
430

Writing CBA

Teacher Administration Instructions

**To be administered to ALL students with the goal to learn if the student can write a sentence.
For those students who demonstrate sentence writing skills based on this assessment, administer
Fundamentals of Sentence Writing – Placement Test.*

This assessment is given in three parts. Give the student the numbered worksheet. Read the directions to the student as necessary.

A. Tracing copying and writing words

Objective: Given 3 words, students will trace, copy, and write each word 3 times with 100% accuracy on 1/1 trial.

1. Tracing words

- Directions: *Trace the words that are dotted.*
- If the student cannot trace 2/3 words, discontinue assessment.

2. Copying words:

- Directions: *Look at the written word. Then copy the word 3 times on the same line.*
- If the student cannot copy 2/3 words, discontinue assessment.

3. Writing words

- Directions: *Listen carefully. I will say a word or letter once and then say the word in a sentence. Write the word or letter once on the line next to the number we are on.*
 - 1) j, u, capital P
 - 2) walk
 - 3) stop
- If the student cannot write 3/3 letters and 1/2 words, discontinue assessment.

B. Writing Simple Sentences

Objective: Given sets of words 3 times, students will write 3 sentences with 100% accuracy on 1/1 trial.

4-6. Writing Sentences

- Directions: *Write a sentence using the words listed on each problem.*
- If the student cannot write 2/3 sentences, do not continue to paragraph writing.

C. Paragraph Writing

Objective: Given a writing subject, students will write at least three sentences about that subject 1 time with 100% accuracy on 1/1 trial.

7. Paragraph

Directions: *Write at least three sentences about a food you like to eat.*

1. Sam, nut, ate

2. Max

bug

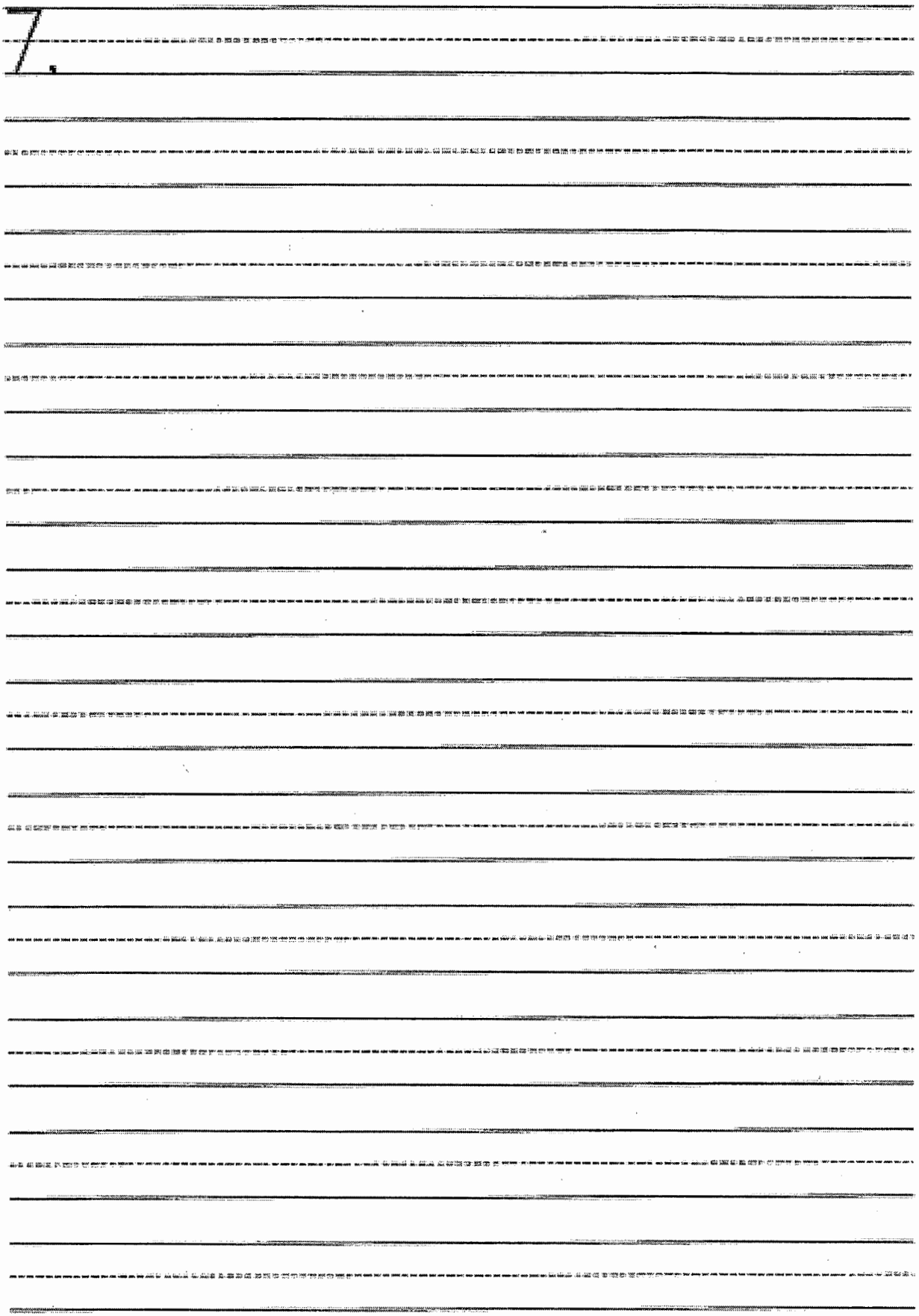
apple

3.

4. Sam, nut, ate

5. bug, jump

6. apple



Fundamentals of Sentence Writing

Placement Test

Name _____

Date _____

Directions for teacher: *Give students a copy of the placement test in a group. Read the underlined directions. Give the students in the group time to complete the sentences under each section. Do not provide additional prompts or direction to students.*

Give the entire placement test.

Fix each sentence.

1. The man walked
2. i see snow!
3. he sat down
4. My mom reads

Circle the subject of the sentence

1. The man jumped
2. I smelled cookies.
3. Katie sleeps.

Underline the verb in the sentence.

1. We like school.
2. The lion roared.
3. I walk home.

Write three sentences with a subject and a verb.

1.

2.

3.

Circle the linking verb

1. The stars are bright.
2. The water is cold.
3. I am sad

Underline the infinitive

1. Jim likes to play games
2. Steve likes to travel
3. Liz is happy to help

Circle the prepositional phrase

1. Danny swam in the pool.
2. I drove by her house.
3. We laughed during the play

Students master each section if they respond to the prompt with 100% accuracy for all three sentences.



Curriculum-Based Measurement-Written Expression: Guidelines for Use

CB-Written Expression: Description (McMaster & Espin, 2007)

CBM-Written Expression probes are simple to administer and offer several scoring options. Written-expression probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence or partial sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story. The examiner collects the writing sample for scoring. Depending on the preferences of the teacher, the writing probe can be scored in several ways, as explained below (from Wright, 1992).

CBM-Written Expression: Materials

The following materials are needed to administer CBM-Written Expression probes:

- Student copy of CBM writing probe with story-starter (the process for creating story-starters is described below)
- Stopwatch
- Pencils for students

CBM-Written Expression: Preparation

Before administering CBM-Written Expression, the teacher selects a 'story starter' (a brief introductory sentence or partial sentence) to serve as a prompt to elicit student story writing. The teacher selects a story-starter and places it at the top of a lined composition sheet. The story-starter should avoid wording that encourages students to generate lists. It should also be open-ended, requiring the writer to build a narrative rather than simply to write down a "Yes" or "No" response.

Schools can create their own CBM Written Expression Fluency assessment materials at no cost, using the Written Expression Probe Generator, a free online application: <http://www.interventioncentral.org/tools/writing-probe-generator>

This program allows the user to customize and to generate printable story-starter worksheets in PDF format.

The CBM writing probe in Figure 1 is an example of how a such a probe might be formatted. (This particular probe was used in a 5th-grade classroom.):

Figure 1: Example of a CBM writing probe

<p>CBM Writing Probe</p> <p>Name: _____ Grade: _____ Date: _____</p> <p>One day, I was out sailing. A storm carried me far out to sea and wrecked my boat on a desert island. _____</p> <p>_____</p> <p>_____</p>
--



CBM-Written Expression: Directions for Administration

1. The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually).
2. The examiner says to the students: *I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions? For the next minute, think about . . .* [insert story-starter].
3. The examiner starts the stopwatch. At the end of 1 minute, the examiner says, *Start writing.*
4. While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.
5. After 3 additional minutes, the examiner says, *Stop writing.* CBM writing probes are collected for scoring.

CBM-Written Expression: Scoring Guidelines

The instructor has several options when scoring CBM writing probes. Student writing samples may be scored according to the:

1. Total Words Written (TWW),
2. Correctly Spelled Words (CSW), or
3. Correct Writing Sequences (One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.)

Scoring methods differ both in the amount of time that they require of the instructor and in the type of information that they provide about a student's writing skills. Advantages and potential limitations of each scoring system are presented below.

Total Words Written (TWW). The examiner counts up and records the total number of words written during the 3-minute writing probe. Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5, 17) are not counted. Calculating total words is the quickest of scoring methods. A drawback, however, is that it yields only a rough estimate of writing fluency (that is, of how quickly the student can put words on paper) without examining the accuracy of spelling, punctuation, and other writing conventions. A 6th-grade student wrote the CBM writing sample in Figure 2. Using the total-words scoring formula, this sample is found to contain 45 words, including misspellings.

Figure 2: CBM writing sample scored for Total Words Written:

I woud drink water from the ocean	7 words
and I woud eat the fruit off of	8 words
the trees. Then I woud bilit a	7 words
house out of trees, and I woud	7 words
gather firewood to stay warm. I	6 words
woud try and fix my boat in my	8 words
spare time.	2 words
	Total=45 words



The following scoring rules will aid the instructor in determining correct writing sequences:

- Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling):

Example

^Is^that^a^red^car^?

- Necessary marks of punctuation (excluding commas) are included in correct writing sequences:

Example

^Is^that^a^red^car^?.

- Syntactically correct words make up a correct writing sequence:

Example

^Is^that^a^red^car^?

^Is^that^a^car red?

- Semantically correct words make up a correct writing sequence:

Example

^Is^that^a^red^car^?

^Is^that^a read car^?

- If correct, the initial word of a writing sample is counted as a correct writing sequence:

Example

^Is^that^a^red^car^?

- Titles are included in the correct writing sequence count:

Example

^The^Terrible^Day

Not surprisingly, evaluating a writing probe according to correct writing sequences is the most time-consuming of the scoring methods presented here. It is also the scoring approach, however, that yields the most comprehensive information about a student's writing competencies. While further research is needed to clarify the point, it also seems plausible that the correct writing sequence method is most sensitive to short-term student improvements in writing. Presumably, advances in writing skills in virtually any area (e.g., spelling, punctuation) could quickly register as higher writing sequence scores. Our writing sample in Figure 5 is found to contain 37 correct writing sequences.



Correctly Spelled Words. The examiner counts up only those words in the writing sample that are spelled correctly. Words are considered separately, not within the context of a sentence. When scoring a good rule of thumb is to determine whether—in isolation—the word represents a correctly spelled term in English. If it does, the word is included in the tally. Assessing the number of correctly spelled words has the advantage of being quick. Also, by examining the accuracy of the student's spelling, this approach monitors to some degree a student's mastery of written language. As seen in figure 3, our writing sample is contains 39 correctly spelled words.

Figure 3: CBM writing sample scored for Correctly Spelled Words

I woud drink water from the ocean	6 correctly spelled words
and I woud eat the fruit off of	7 correctly spelled words
the trees. Then I woud bilit a	5 correctly spelled words
house out of trees, and I woud	6 correctly spelled words
gather firewood to stay warm. I	6 correctly spelled words
woud try and fix my boat in my	7 correctly spelled words
spare time.	2 correctly spelled words
	Total=39 correctly spelled words

Correct Writing Sequences. When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is used to mark the presence of a correct writing sequence.

Figure 4: An illustration of selected scoring rules for correct writing sequences

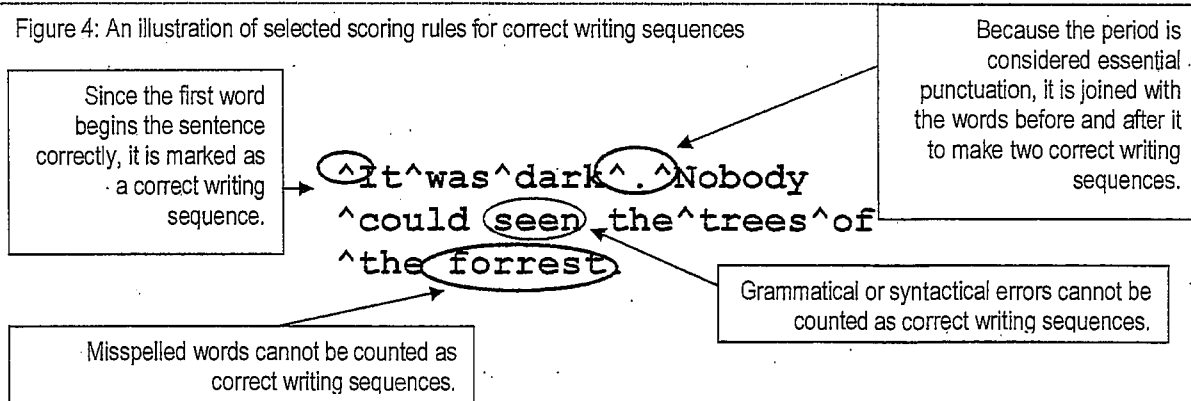




Figure 5: CBM Writing sample scored for Correct Writing Sequence (Each correct writing sequence is marked with a caret (^)).

^I woud drink^water^from^the^ocean	5 correct writing sequences
^and^I woud eat^the^fruit^off^of	6 correct writing sequences
^the^trees^.^Then^I woud bilit a	5 correct writing sequences
^house^out^of^trees, ^and^I woud	6 correct writing sequences
gather^firewood^to^stay^warm^.^I	6 correct writing sequences
woud try^and^fix^my^boat^in^my	6 correct writing sequences
^spare^time^.	3 correct writing sequences
	Total = 37 correct writing sequences

References

McMaster, K., & Espin, C. (2007). Technical features of curriculum-based measurement in writing: A literature review. *Journal of Special Education, 41*(2), 68-84.

Wright, J. (1992). *Curriculum-based measurement: A manual for teachers*. Retrieved September 23, 20011, from <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

Student Name: _____	Classroom: _____	Date: _____
---------------------	------------------	-------------

When the woman looked out her window one morning, she saw that a large meteorite from space had landed in her yard and...

Total Words: _____	Correctly Spelled Words: _____	Correct Writing Sequence: _____
--------------------	--------------------------------	---------------------------------

Student Name: _____	Classroom: _____	Date: _____
---------------------	------------------	-------------

While the family slept out on the deck, their boat drifted out into the deep ocean. When they woke up...

Total Words: _____	Correctly Spelled Words: _____	Correct Writing Sequence: _____
--------------------	--------------------------------	---------------------------------



Student Name: _____ Classroom: _____ Date: _____

Last week, a dog wandered into my school and...

Total Words: _____ Correctly Spelled Words: _____ Correct Writing Sequence: _____

Student Name: _____ Classroom: _____ Date: _____

The hikers decided to camp next to the waterfall because...

Total Words: _____ Correctly Spelled Words: _____ Correct Writing Sequence: _____

Direct Instruction Lesson Plan Template

Teacher name:

Date: 6/23

Students:
PLAAPF: (reference Core Standard)
IEP Goal:
Unit Objective:
Daily Instructional Objective:
Daily Instructional Objective (written in student terms):
Rationale for Instructional Objective (written in student terms):
Materials:
Student accommodations needed:
Technology:

This is what the student will “do” to complete one independent practice item as defined by the lesson objective.

**Use daily instructional objective written in student terms*

**Accurately sequence the skill into 3 or more concise steps*

**Use 5-7 words to describe each step.*

USE SIMPLE STUDENT LANGUAGE

(If skill exceeds 5 steps, plan to teach the skill across multiple sessions.)

Task Analysis
Step 1:
Step 2:
Step 3:
Step 4:
Step 5:

<u>Review Behavior</u>	<u>Teacher prompt</u>	<u>Student response</u>
<p><u>Expectations</u> <i>List expectations for all lesson components</i></p> <p><u>Review</u> <i>Review previous lesson's skill(s) using questions that elicit high rates of student response (3-5 examples)</i></p> <p><i>Check prerequisite skills as needed. (example here)</i></p>	<p>Examples of prerequisites for other lessons:</p>	

The Review section should last approximately 5 minutes of a 25 minute lesson plan.

Review Data

Name	Correct Responses	Incorrect Responses	Praise/Comments

<p>INSTRUCTION <u>Lesson Component</u> Attention Cue/ Anticipatory Set (Sparks student interest) Daily Instructional Objective (In student language) (30 seconds)</p> <p>Teacher Modeling Aligns with daily instructional objective</p> <p>Model daily instructional objective using accurate, sequential, concise steps from your task analysis.</p> <p>Use "think alouds" ("When I...")</p> <p>Use high rates of responses (4-6/minute) ("I do, What do I do?")</p> <p>3-5 examples that align with daily instructional objective</p>	<p><u>Teacher (I DO)</u></p>	<p><u>Student response</u></p>

The Instructional Modeling section should take approximately 5-7 minutes of a 25 minute lesson plan.

2. Individual oral responses (we do) Begin fading assistance

Ask individual students the steps, ask individuals guiding questions as needed (fade prompts)

Correction procedure for guided practice problem # 2: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.

If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.

If student is inattentive, call attention, model answer, prompt response, praise when correct

Name _____

Date _____

Guided Practice

◆ 40 _____

★ 90 _____

● 50 _____

Independent Practice

1. 10 _____

4. 70 _____

2. 80 _____

5. 20 _____

3. 30 _____

6. 60 _____

Independent Practice Data Collection

IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, the student will calculate and write answers, 18/20 correct in one trial (2NBT5).

Unit Objective: Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.

Lesson Objective 1: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.

Lesson Objective 2: Given ten 1- and 2-digit numbers, Faith will write the number of 1s or 10s in each, 10/10 correct.

Lesson Objective 3: Given ten 1-, 2-, and 3-digit numbers, Faith will write the number of 1s, 10s, of 100s in each, 10/10 correct.

Lesson Objective 4: Given ten 2- numbers, Faith will write the numbers in expanded notation, 10/10 correct.

Lesson Objective 5: Given five 2-digit + 1-digit problems, Faith will write the numbers by place value, e.g. $24 + 5 = 20 + (4 + 5) = 20 + 9$, 5/5 correct.

Lesson Objective 6: Given five 2-digit + 1-digit problems, Faith will add by place value and write the answers, 5/5 correct.

Lesson Objective 7: Given five 2-digit + 2-digit problems, Faith will write the numbers by place value, e.g. $24 + 15 = 30 + (4 + 5) = 30 + 9$, 5/5 correct.

Lesson Objective 8: Given five 2-digit + 2-digit problems, Faith will add by place value and write the answers, 5/5 correct.

<i>Students</i>	<i>Objective 1</i>	<i>Objective 2</i>	<i>Objective 3</i>	<i>Objective 4</i>	<i>Objective 5</i>	<i>Objective 6</i>	<i>Objective 7</i>	<i>Objective 8</i>
Faith	/6	/10	/10	/10	/5	/5	/5	/5
Hope	/6	/10	/10	/10	/5	/5	/5	/5
Charity	/6	/10	/10	/10	/5	/5	/5	/5

SAMPLE: Complete Addition Lesson Plan

Teacher name: Marvin Gardens

Date: 6/23

<p>Students: Faith, Hope, Charity</p>	<p>This is what the student will “do” to complete one independent practice item as defined by the lesson objective.</p> <p><i>*Use daily instructional objective written in student terms</i></p> <p><i>*Accurately sequence the skill into 3 or more concise steps</i></p> <p><i>*Use 5-7 words to describe each step.</i></p> <p>USE SIMPLE STUDENT LANGUAGE</p> <p><i>(If skill exceeds 5 steps, plan to teach the skill across multiple sessions.)</i></p>	<p style="text-align: center;">Task Analysis</p> <p>Step 1: Say the number</p> <p>Step 2: Say the number of tens</p> <p>Step 3: Write the number of 10s</p> <p>Step 4: Say the number of tens that equals the number.</p> <p>Step 5:</p>
<p>PLAAFP: Math CBA given 4/25 shows Faith <u>can</u> add 1-, 2-, and 3-digit numbers without renaming, 27/28 correct. She <u>cannot</u> add 2-digit numbers with renaming ones to tens or tens to hundreds. Faith <u>needs to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u> to progress in the general math curriculum (2NBT5).</p>		
<p>IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, Faith will calculate and write answers, 18/20 correct in one trial (2NBT5).</p>		
<p>Unit Objective: 1. Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.</p>		
<p>Daily Instructional Objective: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.</p>		
<p>Daily Instructional Objective (written in student terms): Today you will write the tens in a number.</p>		
<p>Rationale for Instructional Objective (written in student terms): Writing the number of 10s will make it easy to add and subtract larger numbers..</p>		
<p>Materials: Whiteboard, marker, guided practice worksheet, independent practice worksheet Student accommodations needed: Pencil grip for Faith Technology: NA</p>		

<u>Review Behavior</u>	<u>Teacher prompt</u>	<u>Student response</u>
<p>Expectations List expectations for all lesson components</p> <p>Review Review previous lesson's skill(s) using questions that elicit high rates of student response (3-5 examples)</p> <p>Check prerequisite skills as needed. (example here)</p>	<p>Today I want you to sit in ready position. How will you sit? Please keep your eyes on me and answer together. Where will you keep your eyes? How will you answer?</p> <ul style="list-style-type: none"> ▪ Excellent answers! Thank you. <p>We will review 2-digit numbers. Please answer these together: (<i>Looks like Independent Practice from previous lesson. Can walk through steps again if needed.</i>)</p> <p>(Display 43) What is this number?</p> <ul style="list-style-type: none"> ▪ Correct. <p>(27) This number?</p> <ul style="list-style-type: none"> ▪ Good answer. This number is twenty-seven. <p>(70) This number?</p> <ul style="list-style-type: none"> ▪ That's correct. <p>(61)? How about this number?</p> <ul style="list-style-type: none"> ▪ Right. <p>Examples of prerequisites for other lessons:</p> <ul style="list-style-type: none"> • penmanship for numerals • basic facts for lesson on advanced multiplication • place value. 	<p>In ready position. On you. Together.</p> <p>Forty-three</p> <p>Twenty-seven</p> <p>Seventy</p> <p>Sixty-one</p>

The Review section should last approximately 5 minutes of a 25 minute lesson plan.

Review Data

Name	Correct Responses	Incorrect Responses	Praise/Comments
Faith			
Hope			
Charity			

INSTRUCTION Lesson Component	Teacher (I do)	Student response
Attention Cue/ Anticipatory Set (Sparks student interest) Daily Instructional Objective (In student language) (30 seconds)	If we needed to say the number of tens in 35, how could we do it? There is an easy way, and that is what we will learn today. You will learn to say and write the tens in a number. What will you learn to do?	Look at teacher. Say and write the tens in a number.
Teacher Modeling Aligns with daily instructional objective	Watch me as I say and write the number of tens in 30. (Display 30) <i>(Say the step, ask students what the step is, provided teacher talk on the step as needed.)</i>	Look at teacher.
Model daily instructional objective using accurate, sequential, concise steps from your task analysis.	When I say the number of tens in a number, the first step I follow is, say the number. What is the first step? <ul style="list-style-type: none"> ▪ Correct, say the number When I say this number (point) I look at the number and say "thirty." What do I say? <ul style="list-style-type: none"> ▪ Excellent responding. 	Say the number Thirty
Use "think alouds" ("When I...")	The next step I follow is say the number of tens. What is the next step? <ul style="list-style-type: none"> ▪ Right. Say the number of tens. 	Say the number of tens
Use high rates of responses (4-6/minute) ("I do, What do I do?")	I think to myself, the number of tens (point) is three, so I say three. What is the number of tens? <ul style="list-style-type: none"> ▪ Good response. I think to myself, there are 3 tens in this number. How many 10s are in this number? <ul style="list-style-type: none"> ▪ Yes, there are 3 tens in this number. 	3 Three
3-5 examples that align with daily instructional objective	The next step I follow is I write the number of 10s on the line. What is the next step? <ul style="list-style-type: none"> ▪ Perfect There are 3 tens in thirty, so I write three on the line. What number do I write on the line? <ul style="list-style-type: none"> ▪ Exactly. I write three 	Write the number of tens
	The last step I follow is, say the number of tens that equals the number. What is the last step? <ul style="list-style-type: none"> ▪ Correct. I say the number of tens that equals the number. 	Three Say the number of tens that equals the number
	I think in my mind that 3 tens equal 30, and I say it aloud: "three tens equal thirty." What do 3 tens equal?	Thirty

	9. Now you say it. <ul style="list-style-type: none">▪ Correct! Further examples: 60, 10, 20, 80	Three tens equal thirty
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The Instructional Modeling section should take approximately 5-7 minutes of a 25 minute lesson plan.

GUIDED PRACTICE	Teacher (We do)	Student Response
<p>Aligns with modeling</p> <p>Provides high rates of student response as teacher and students apply the task analysis of the daily instructional objective.</p> <p>Script 3 examples</p> <p>1. Oral group responses</p> <p>2. Individual oral <i>Begin fading</i></p> <p>3. Individual written <i>Fade to basic steps</i></p> <p>List 3-5 examples for each section of guided practice, in case needed.</p>	<p>1. Group oral responses (we do)</p> <p><i>Ask the students what the step is, guide students with questions on the step as needed.</i> (Display 60)</p> <p>What do we do for our first step?</p> <ul style="list-style-type: none"> ▪ Good, we say the number. <p>Everyone do step one together.</p> <ul style="list-style-type: none"> ▪ Good reading <p>What is our next step?</p> <ul style="list-style-type: none"> ▪ Yes. We say the number of tens <p>Everyone think about the number of tens and get ready to say it together. What is the number of tens?</p> <ul style="list-style-type: none"> ▪ Well done. <p>What is the third step?</p> <ul style="list-style-type: none"> ▪ Yes, we write the number of 10s. <p>What number should we write? Where should we write it?</p> <ul style="list-style-type: none"> ▪ Yes, I write 6 on the line (teacher writes 6 on the number line) <p>What is our last step?</p> <ul style="list-style-type: none"> ▪ Excellent answer <p>What is our number of tens? What number does it equal?</p> <p>Say together the number of tens and the number it equals.</p> <ul style="list-style-type: none"> ▪ Perfect answer. Six tens equal 60. <p><i>Correction procedure: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If students are inattentive, call attention, model answer, prompt response, praise when correct.</i></p>	<p>Say the number</p> <p>Sixty</p> <p>Say the number of tens</p> <p>Six</p> <p>Write the number of 10s</p> <p>6 on the number line</p> <p>Say the number of tens that equals the number</p> <p>6 60</p> <p>Six tens equal 60</p>

	<p>Additional examples: 40, 50, 90</p> <p>2. Individual oral responses (we do) Begin fading assistance <i>Ask individual students the steps, ask individuals guiding questions as needed (fade prompts)</i></p> <p>(Display 20) What do we do first, Faith? <ul style="list-style-type: none"> ▪ That's right, good answer </p> <p>Read the number, Hope. <ul style="list-style-type: none"> ▪ Good reading, Hope. </p> <p>What is the next step, Charity? <ul style="list-style-type: none"> ▪ Correct. </p> <p>Do that for us, Charity <ul style="list-style-type: none"> ▪ Yes, the number in the tens column is 2. </p> <p>What do we do now, Faith? <ul style="list-style-type: none"> ▪ Exactly </p> <p>What number should we write, Faith? <ul style="list-style-type: none"> ▪ Excellent. we write 2 (write) </p> <p>What is the last step, Hope? <ul style="list-style-type: none"> ▪ That's right. </p> <p>Say the number of tens that equals the number, Hope. <ul style="list-style-type: none"> ▪ Perfect answer, Hope. </p> <p><i>Correction procedure for guided practice problem # 2: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If student is inattentive, call attention, model answer, prompt response, praise when correct</i></p> <p>Additional examples: 80, 40, 10</p>	<p>Say the number</p> <p>Twenty</p> <p>Say the number of tens</p> <p>2</p> <p>Write the number of 10s</p> <p>2</p> <p>Say the number of tens and the number</p> <p>Two tens equal 20</p>
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	<p>Individual written responses (we do) Fade to basic steps (Distribute practice worksheet.) <i>Ask students to complete each step</i></p> <ol style="list-style-type: none"> 1. Put your finger on the diamond. 2. Think in your mind and then say the first step together. <ul style="list-style-type: none"> ▪ Excellent reading. 3. Everyone do the next step. <ul style="list-style-type: none"> ▪ Four is correct. 4. Now the third step. <ul style="list-style-type: none"> ▪ Correct 4. The last step together. <ul style="list-style-type: none"> ▪ Good reading <p><i>Correction procedure for guided practice problem # 3: If group doesn't answer together say, "I need to hear everyone together, repeat directive and obtain correct choral response. Provide specific praise for answering together.</i></p> <p><i>If individual student provides incorrect answer, repeat the directive, modeling the answer. Repeat directive asking for correct individual response from student. Praise for correct response.</i></p> <p><i>If student is inattentive, call attention, model answer, prompt response, praise when correct</i></p> <p>Additional examples: 90, 50</p>	<p>Finger on diamond</p> <p>Forty</p> <p>Say "four"</p> <p>Write 4 on line</p> <p>4 tens equals 40</p>
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The Guided Practice section should take approximately 8-10 minutes of a 25 minute lesson plan.

Guided Practice Data

Name	Correct Responses	Incorrect Responses	Praise/Comments
Faith			
Hope			
Charity			

INDEPENDENT PRACTICE	<u>Teacher (You do)</u>	<u>Student response:</u>
<p>Guide students through first independent practice problem</p> <p>Monitor students individually</p> <p>Provide high rates of praise</p> <p>Re-teach if needed</p> <p>5-7 Examples that align with daily instructional objective</p>	<p>(Distribute Independent Practice worksheet)</p> <p>1. Complete problem 1.</p> <p>(Check for accuracy.) Continue with the other items.</p>	<p>Read problem aloud.</p> <p>Write answer.</p> <p>Complete worksheet</p>
<p><u>CLOSING</u></p> <p>Restate daily instructional objective</p> <p>Describe student performance</p> <p>Preview next lesson</p>	<p>Today we learned: Today we learned to write the tens in numbers. Thank you for keeping your eyes on me and answering together so well.</p> <p>Tomorrow we will: Tomorrow we will learn to write the tens and ones in numbers..</p>	

Independent Practice should take approximately 7 minutes of a 25 minute lesson plan. Closing should take approximately 1 minute.

Name _____

Date _____

Guided Practice

◆ 40 _____

★ 90 _____

● 50 _____

Independent Practice

1. 10 _____

4. 70 _____

2. 80 _____

5. 20 _____

3. 30 _____

6. 60 _____

Independent Practice Data Collection

IEP Goal: Given 20 mixed addition/subtraction items within 100 requiring adding by place value, e.g. $58+34$ ($50+30=80$, $8+4=12$, $80+12=92$); adding with commutative and associative properties of operations; and using inverse operations, e.g. $25+12=37$, $12+25=37$, $37-12=25$, $37-25=12$, the student will calculate and write answers, 18/20 correct in one trial (2NBT5).

Unit Objective: Given 10 items within 100 using addition by place value ($58+34 = (50+30=80, 8+4=12, 80+12=92)$), Faith will answer 9/10 correct in 2 consecutive trials.

Lesson Objective 1: Given six 2-digit numbers, Faith will write the number of 10s in each, 6/6 correct.

Lesson Objective 2: Given ten 1- and 2-digit numbers, Faith will write the number of 1s or 10s in each, 10/10 correct.

Lesson Objective 3: Given ten 1-, 2-, and 3-digit numbers, Faith will write the number of 1s, 10s, of 100s in each, 10/10 correct.

Lesson Objective 4: Given ten 2- numbers, Faith will write the numbers in expanded notation, 10/10 correct.

Lesson Objective 5: Given five 2-digit + 1-digit problems, Faith will write the numbers by place value, e.g. $24 + 5 = 20 + (4 + 5) = 20 + 9$, 5/5 correct.

Lesson Objective 6: Given five 2-digit + 1-digit problems, Faith will add by place value and write the answers, 5/5 correct.

Lesson Objective 7: Given five 2-digit + 2-digit problems, Faith will write the numbers by place value, e.g. $24 + 15 = 30 + (4 + 5) = 30 + 9$, 5/5 correct.

Lesson Objective 8: Given five 2-digit + 2-digit problems, Faith will add by place value and write the answers, 5/5 correct.

<i>Students</i>	<i>Objective 1</i>	<i>Objective 2</i>	<i>Objective 3</i>	<i>Objective 4</i>	<i>Objective 5</i>	<i>Objective 6</i>	<i>Objective 7</i>	<i>Objective 8</i>
Faith	/6	/10	/10	/10	/5	/5	/5	/5
Hope	/6	/10	/10	/10	/5	/5	/5	/5
Charity	/6	/10	/10	/10	/5	/5	/5	/5

DIRECT INSTRUCTION LESSON PLAN OUTLINE

NAME: _____ DATE: _____ M T W TH F

Personal Instructional Focus:
IEP Objective/PLAAFP:
Unit Objective and Core Standard:
Daily Instructional Objective:
Daily Instructional Objective in Student Terms:
Materials: Technology: Accommodations: Data to be Collected:
Behavior Expectations:
Rationale:
Task Analysis:
Review & Pre-requisite Skills: List 3-5 examples
Anticipatory Set:
Instruction/Modeling: (When I ...Teacher directed) List 3-5 examples
Instruction/Guided Practice: (When We...Fade prompts to independent practice) List 3-5 examples <ul style="list-style-type: none"> • Group oral • Individual oral • Individual written
Instruction/Independent Practice: (When You...Aligned to daily instructional objective) List 5-7 examples
Closing & Preview: (Today we learned... Tomorrow we will...) (Describe Student Behavior)

Turned in by 8:00 AM to Mentor Teacher: Yes No

IEP Goal: _____

State Core Curriculum Standard: _____

- Instructions:
- 1) Record pre and post unit scores.
 - 2) Scores should reflect student **independent** performance on pre and post unit assessments.
 - 3) Highlight scores using the color key below.

Date																		
Unit Objective & Criteria																		
Students																		

Key: Red-Met unit objective criteria
Yellow-Met IEP goal

IEP Goal: _____

State Core Curriculum Standard: _____

- Instructions:
- 1) Record data daily.
 - 2) Scores should reflect student *independent* performance* on daily instructional objectives.
 - 3) Daily instructional objective should align with your unit and IEP objectives.
 - 4) Highlight scores using the color key below.

Date																		
Daily Objective & Criteria																		
Students																		

*If work was completed with assistance indicate

Key: Red-Met daily objective criteria
Green-Met unit objective criteria
Yellow-Met IEP goal

Date																		
Daily Objective & Criteria																		
Students																		

*If work was completed with assistance indicate

Key: Red-Met daily objective criteria
 Green-Met unit objective criteria
 Yellow-Met IEP goal

Penmanship

Get Ready Position for Penmanship

Objective

1. Let's get ready for penmanship.

Practice Directives

Teacher models, students practice

- 1a. Pull your chairs to your desks
- b. Sit up straight.
- c. Place your feet on the floor
- d. Lean slightly forward and rest your arms on the desk.
- e. When I say, "Let's get ready for penmanship," sit in your chairs the way you are sitting now.

Placing Paper on Desk (Manuscript)

Objective

1. You will learn to position your writing paper on your desk.
2. What will you learn to do?

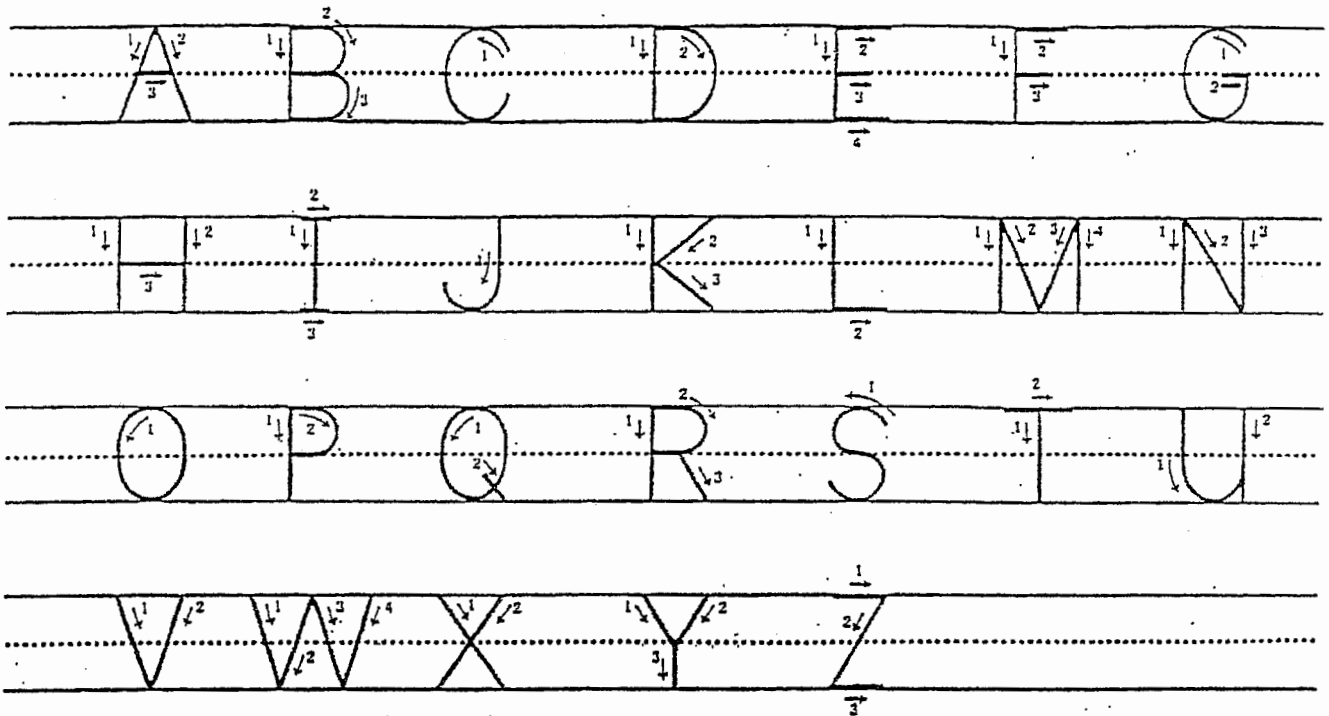
Practice Directives

Teacher models, students practice

1. Look at the drawing of a desk on the chalkboard.
 2. Place our paper on your desk so the bottom edge of the paper is parallel to the bottom edge of the desk.
 3. Your paper will be higher on the desk when you write, like this, but the bottom edge of the paper will be parallel to the bottom edge of the desk if you write with your right hand.
 4. How should the bottom of your paper be?
 5. Is this the correct paper position? (*Teacher repeats question, illustrating several incorrect positions. End with correct position*)
 6. If you write with your **right hand**, use your left hand to hold the paper. Keep the bottom of the paper parallel to the bottom of the desk.
 7. Those who write with their right hand, position your paper and hold it while I tell the others what to do.
 8. If you write with your **left hand**, tilt your paper to the right. Use your right hand to hold the paper. (*Teacher models, checks for accuracy, reinforces*)
 9. When I say, "Paper ready," position and hold your paper correctly on your desk...
 10. Paper ready. (*Check for accuracy, reinforce*)
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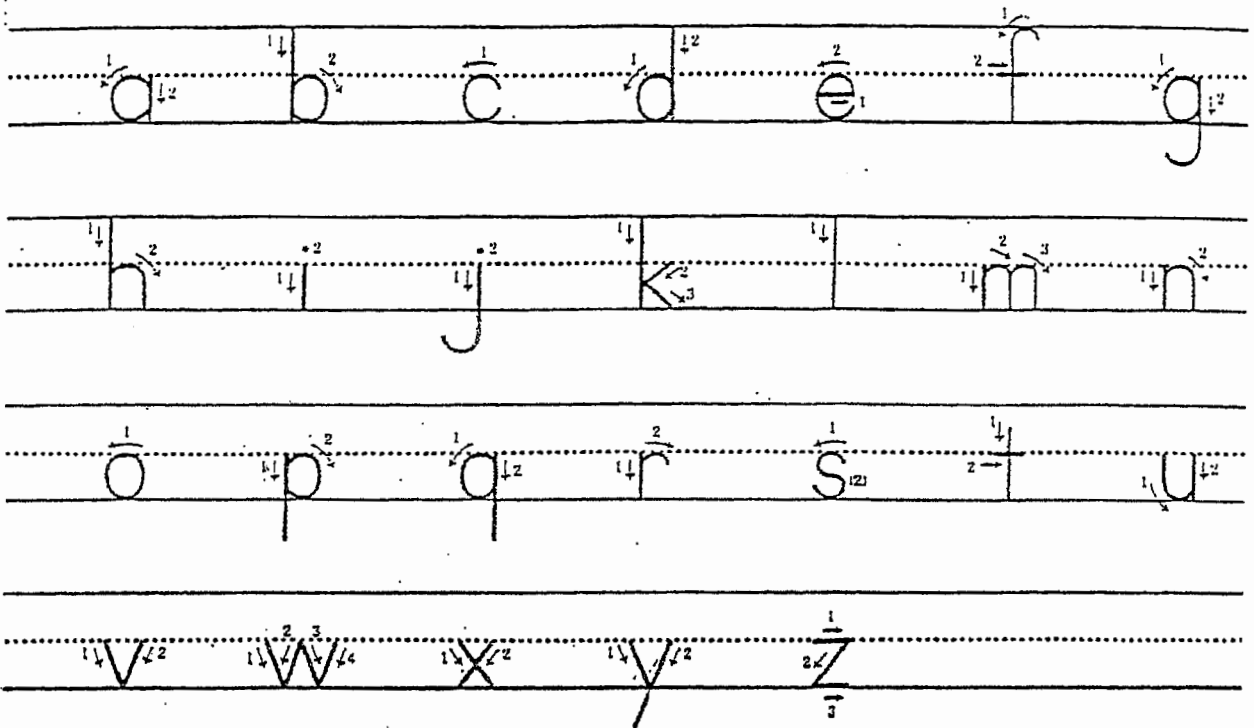
Noble and Noble Penmanship Program (1967)

Manuscript Capital Letters—Number and Word Count



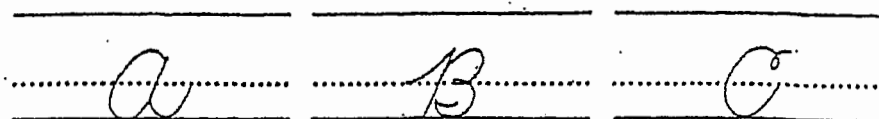
	Number Count	Word Count
A	1-2-3	Slant, slant, and across
B	1-2-3	Down, curve around, curve around
C	1	Around (to the left)
D	1-2	Down, curve around (to the right)
E	1-2-3-4	Down, out, out, out.
F	1-2-3	Down, out, out
G	1-2	Around (to the left), out
H	1-2-3	Down, down, across
I	1-2-3	Down, cross, cross
J	1	Down and curve up (to the left)
K	1-2-3	Down, slant, slant
L	1-2	Down, out
M	1-2-3-4	Down, down, slant, slant
N	1-2-3	Down, down, slant
O	1	Around (to the left)
P	1-2	Down, curve around (to the right)
Q	1-2	Around (to the left), slant across
R	1-2-3	Down, curve around, slant
S	1	Curve over (to the left) and curve down and around
T	1-2	Down, across
U	1-2	Down and curve around, down
V	1-2	Slant, slant
W	1-2-3-4	Slant, slant, slant, slant
X	1-2	Slant, slant across
Y	1-2-3	Slant, slant, down
Z	1-2-3	Across, slant, across

Noble and Noble Penmanship Program (1967)
 Manuscript Small Letters—Number and Word Count



Number Count	Word Count
a 1-2	Around (to the left), down
b 1-2	Down, around (to the right)
c 1	Around (to the left)
d 1-2	Around (to the left), down
e 1-2	Across, around (to the left)
f 1-2	Over and down, across
g 1-2	Around (to the left), down and curve up
h 1-2	Down, curve over and down
i 1-2	Down, dot
j 1-2	Down and curve up, dot
k 1-2-3	Down, slant, slant
l 1	Down
m 1-2-3	Down, curve over and down, curve over and down
n 1-2	Down, curve over and down
o 1	Around (to the left)
p 1-2	Down, around (to the right)
q 1-2	Around (to the left), down
r 1-2	Down, curve over (to the right)
s 1(2)	Curve over (to the left) and curve down and around
t 1-2	Down, across
u 1-2	Down and curve around, down
v 1-2	Slant, slant
w 1-2-3-4	Slant, slant, slant, slant
x 1-2	Slant, slant across
y 1-2	Slant, slant down
z 1-2-3	Across, slant, across

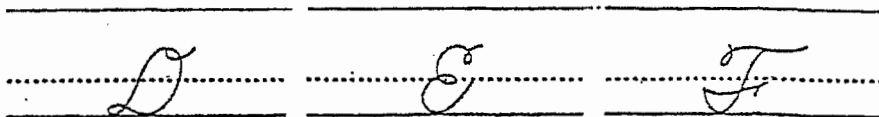
Zaner-Bloser Penmanship Program (1970)
 Descriptive and Rhythmic Count—Upper Case



around up, down up

curve, pull, around
around, finish

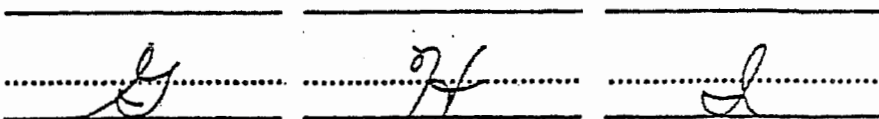
loop and around
or
loop around



down toe (around)
and finish

loop around around

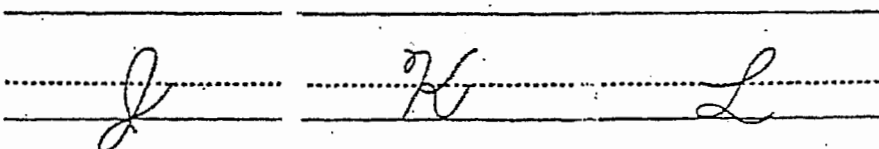
down around, across,
finish
loop swing



curve loop, around,
finish

loop slant, curve, and
finish

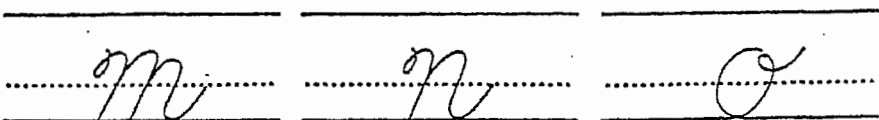
curve down around,
finish



curve pull finish

loop slant, curve and
finish

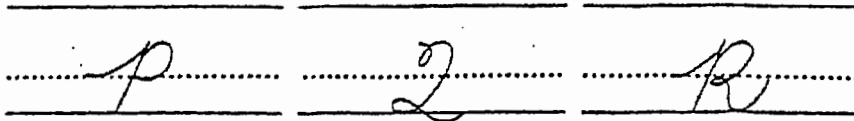
loop - loop - finish



loop slant, over, over
finish

loop slant, over finish

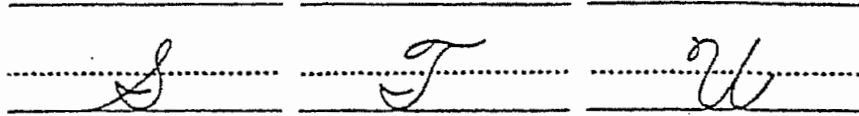
around and swing



curve, pull, around

loop around loop and finish

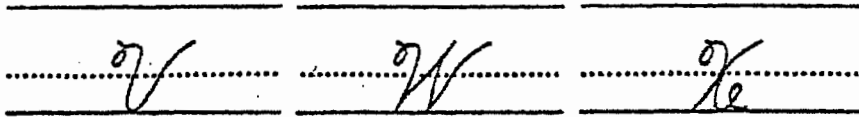
curve, slant, around and finish



curve down around, finish

down around, finish, loop swing

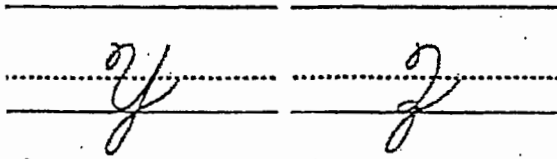
loop down up, down finish



loop down sweep

loop slant, up, down, finish

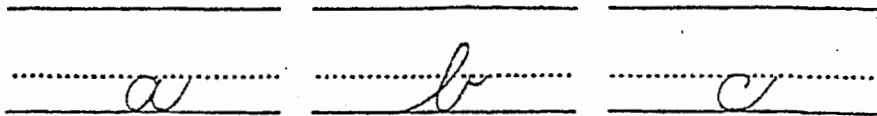
loop slant, curve loop



loop down up, slant loop

loop swing loop

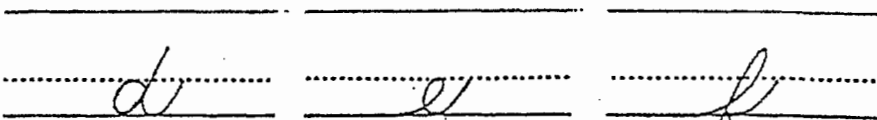
Zaner-Bloser Penmanship Program (1970)
 Descriptive and Rhythmic Count—Lower Case



around up, down up

up pull up, finish

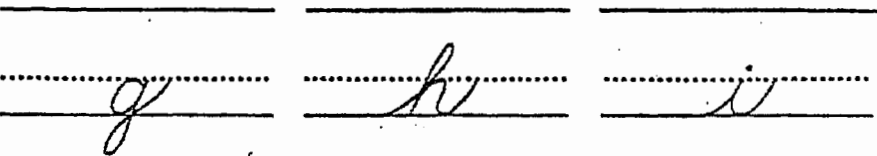
start, and under



around up, down up

curve loop curve

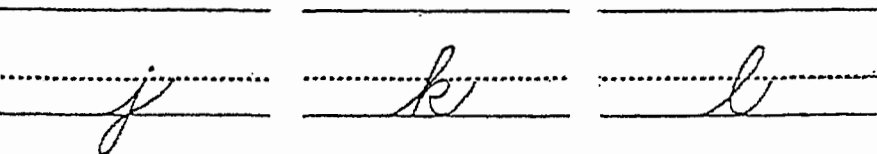
up pull up, finish



around up, down, close
finish

curve pull, over finish

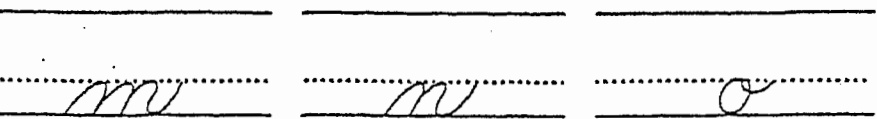
curve, slant finish



curve, pull finish

curve pull, hook,
and finish

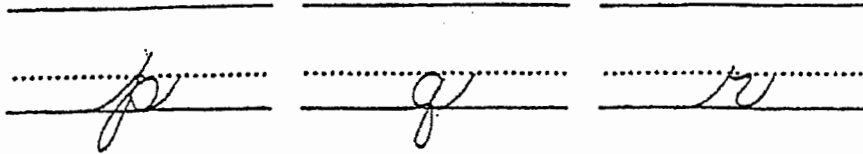
curve pull finish
or
up down up



over, over, over finish

over, over finish

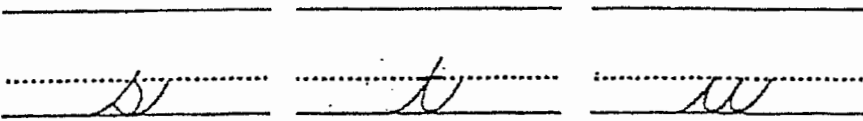
around, finish



up, down around,
finish

around up, down
close, finish

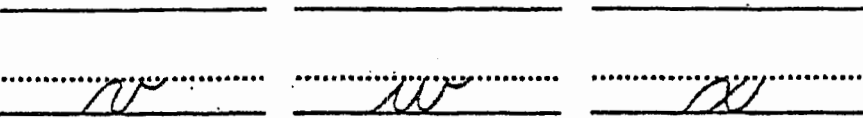
curve check, drop,
pull finish



up, curve, finish

up down up, and
cross

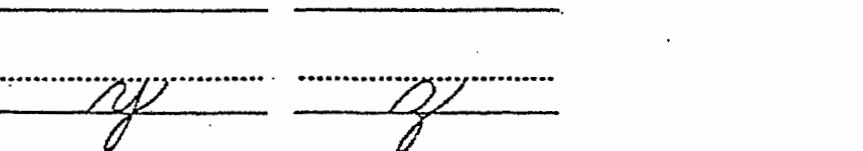
under, under finish



over up check, finish

curve, under, under,
check, finish

over under and cross



over under, slant or
pull finish

over, loop finish

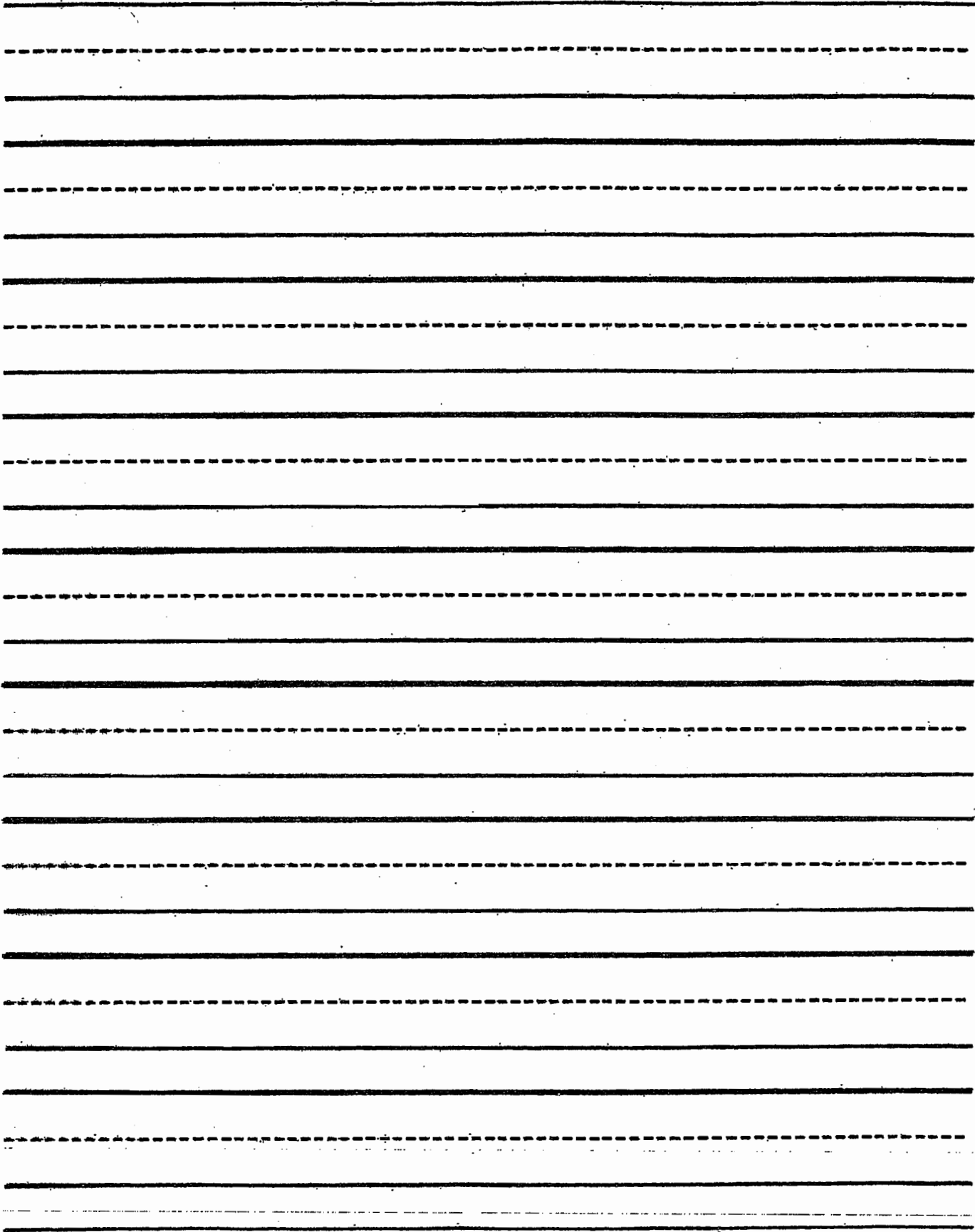
PENMANSHIP

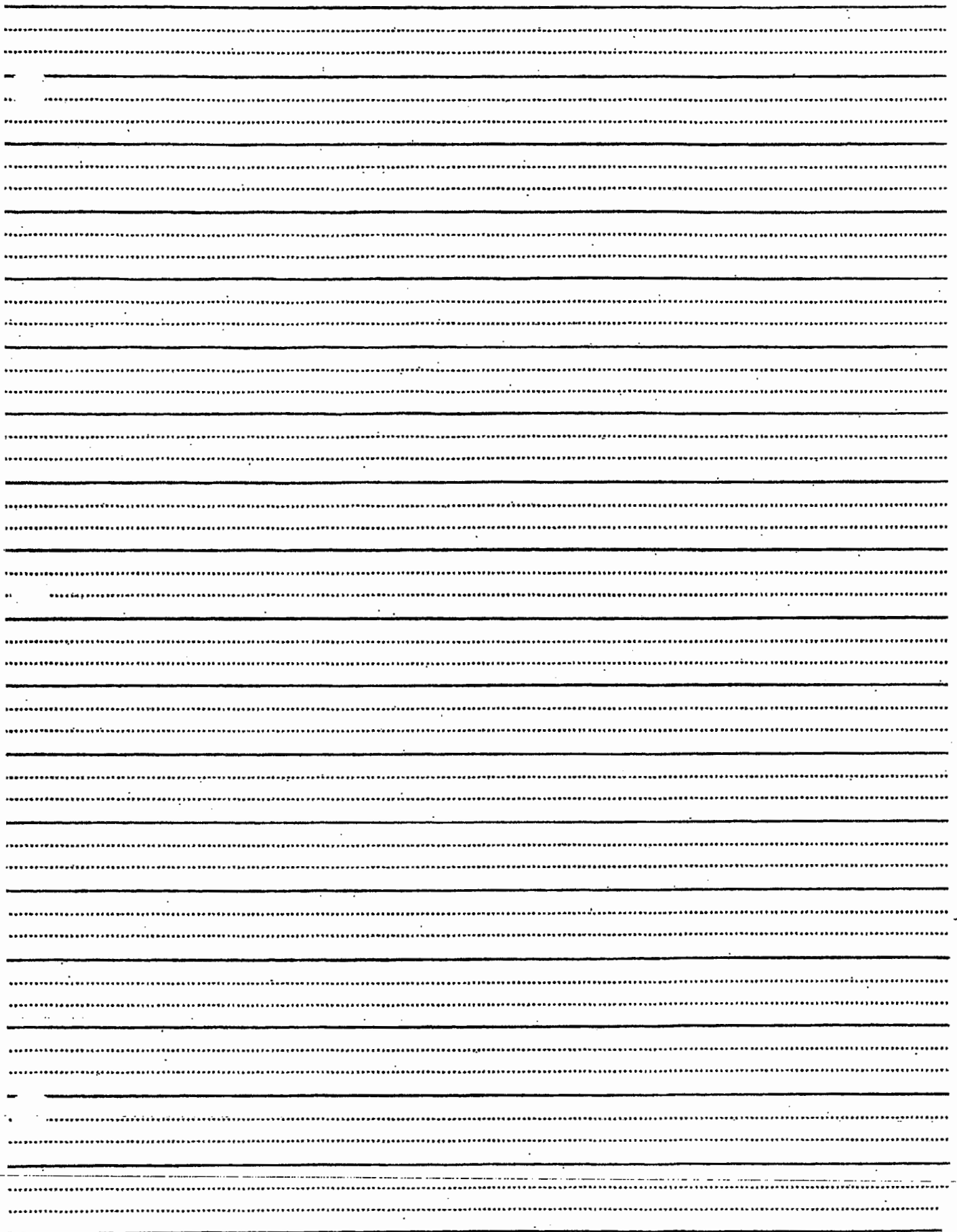
D	R	F	P	Objective
				1. Let's get ready for penmanship.
				2. You will learn to write <u>(letter name)</u> .
				3. What will you learn to write?
				Modeling Directives
				1. Name these lines.
				2. When I write (letter name) I begin (teaching suggestions). I recite (stroke description) as I write and name (letter name). <i>(Repeat several times)</i> .
				3. Recite and name <u>(letter name)</u> as I write.
				4. The top of the (letter name) is (position relative to lines) and the bottom of the (letter name) is (position relative to lines).
				Discriminative Learning
				5. Recite and name as I write (letter name). <i>(Teacher makes error in relation to lines)</i> .
				6. Is this a good (letter name)?
				7. Why isn't it a good (letter name)?
				8. That's right, it doesn't _____. <i>(Rewrite and conclude with correct model)</i> .
				9. Recite and name as I write (letter name). <i>(Teacher makes error in direction of strokes)</i> .
				10. Is this a good (letter name)?
				11. Why isn't it a good (letter name)?
				12. That's right, it doesn't _____. <i>(Rewrite and conclude with correct model)</i> .
				13. Notice the space between these (letter names). When we write, we leave a space between letters. What do we leave between letters?
				14. Recite and name as I write two (letter names). <i>(Teacher makes error by not leaving space between letters.)</i>
				15. Are these good (letter names)?
				16. Why aren't they good (letter names)?
				17. That's right. I should have left a space between the letters. I will erase and write them correctly. Recite and name as I write.
				Tracing
				18. Watch as I trace (letter name). I put my pencil on the letter (teaching suggestions). I trace, recite, and name (letter name). (Stroke description and letter name).
				19. When I trace, I stay on the lines.
				20. Recite and name as I trace (letter name). <i>(Teacher makes error in tracing)</i> .
				21. Is this good tracing?
				22. Why isn't it good tracing? <i>(Teacher concludes with accurate tracing.)</i>

				Practice Directives
				1. Put your pencil on the starting point for the first (letter name) on Line __.
				2. Trace, recite and name the first (letter name). <i>(Teacher repeats directive as needed using words "second," "third," "next," etc. until students master).</i>
				3. Put your pencil on the starting point for the first (letter name) on Line __. Only part of the letter is there.
				4. Complete, recite and name the first (letter name). <i>(Teacher repeats directive as needed using words "second," "third," "next," etc. until students master).</i>
				5a. Look at Line __. There are dots where (letter name) should begin. Point to them. * <i>(After this procedure is learned, Directive 5a is omitted.)</i>
				b. Put your pencil on the first dot on Line __. Write, recite, and name (letter name). <i>(Repeat as needed.)</i>
				6. Put your pencil on Line __ where you would begin to write (letter name).
				7. Write, recite, and name (letter name). <i>(Repeat as needed.)</i>

- D Directive stated correctly
- R All pupils respond correctly
- F Follow-up used if student(s) respond incorrectly or do not respond
- P Praise given

Reid, E. R. (1997). *Teaching manuscript and cursive penmanship*. Salt Lake City: Cove.





Teacher Work Sample

Seven Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators

A summary of the requirements is listed in the rubric of each component

Contextual Factors

The teacher uses information about the learning-teaching context and student individual differences in setting learning goal(s) and planning instruction and assessment.

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Implications for instructional planning and assessment

Learning Goals

The teacher sets significant, challenging, varied and appropriate learning goal(s) based on state/district content standards.

- Clarity of learning goals
- Alignment with national, state or local standards (Common Core State Standards)
- Complexity of thinking (i.e. Bloom's Taxonomy)
- Appropriateness of objectives for students

Assessment Plan

The teacher uses multiple assessment modes aligned with learning goal(s) to assess student learning before, during and after instruction.

- Multiple modes
- Clarity of criteria and standards for performance
- Adaptations based on the individual needs of students
- Quality of Assessments

Design for Instruction

The teacher designs instruction for specific learning goal(s) that address characteristics and needs of students, and the learning context.

- Use of contextual information
- Quality of the instructional strategies
- Use of technology
- Adaptations based on the individual needs of students
- Unit Outline

TEACH YOUR UNIT

Instructional Decision-Making

The teacher uses ongoing analysis of student learning to make instructional decisions.

- Modifications based on analysis of student learning from pre-assessments
- Sound professional practice

Report of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of profile
- Summary of the tables/charts
- Evidence of impact on student learning

Reflection and Self-Evaluation

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Implications for future teaching
- Implications for professional development

Teacher Work Sample Summer Rubric

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The indicators in the TWS rubric specifically address contextual factors, unit learning goals/objectives, assessment, instructional design, data-based decision making, and student learning. These indicators are important aspects of INSTRUCTIONAL PLANNING (CEC STANDARD #7) and will be assessed according to the criteria shown in the rubric, consistent with information provided in CPSE 452/453/430.

Portfolio Objective or Indicator	Comments	3 Advanced Competence (Above Basic)	2 Basic Competence (Meets Requirement)	1 Deficient (Intervention requ)	0 Missing	Points Earned	Points Possible
#1 Contextual Factors							
1. Community Report: Community, School, & Classroom Factors		Candidate expresses specific knowledge of the characteristics of the community, school, and classroom that may affect learning. Post on LiveText.	Candidate expresses some knowledge of the characteristics of the community, school, and classroom.	Candidate expresses minimal, biased, irrelevant, or no knowledge of the community, school, and classroom.			2
2. Description of Student Characteristics Within the Contextual Report (Narrative)		Candidate expresses specific and general understandings of student differences (e.g., development, interests, culture, abilities/disabilities, learner characteristics) that may affect learning.	Candidate expresses general or minimal understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Candidate expresses stereotypical, irrelevant or no knowledge of student differences			3
3. Instructional Implications of Contextual Factors (Narrative)		Candidate provides specific implications for instruction and assessment based on students' individual differences and community, school, and classroom characteristics.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides inappropriate or no implications based on contextual factors.			3
4. Complete FED on MyLink							1
5. Narrative: Professional Appearance and Length (1-2 pages typed)							1
							10 pts

Objective or Indicator	Comments	3 Advanced Competence (Above Basic)	2 Basic Competence (Meets Requirement)	1 Deficient (Intervention requ)	0 Missing	Points							
								Points Earned	Points Possible				
#2 Learning Goals													
1. Administer Pre-Tests	(See "Student Data Sheet")	Assessment data is complete & accurately recorded for each student in each instructional group.	Assessment data is incomplete and/or recorded with inaccuracies. Not all instructional areas are included.	Assessment data is missing components/recorded with inaccuracies.				Points Earned	Points Possible				
						Reading			3				
						Writing			3				
						Math			6				
						Professional Appearance			3				
									15 pts.				
2. Write PLAAFP		Statement is written using data recorded on Student Data Sheet addressing skills & deficits in Reading, Writing, and Math groups that address state standards.	Some statements are complete.	Statements are incomplete or written incorrectly.			Pts. Earned Pre	Pts. Possible Pre	Pts. Earned Post	Pts. Possible Post	Total Pts. Earned	Total Pts. Possible	
						Reading		1		2			
						Writing		1		2			
						Math		1		2			
						Reading		.5		1			
						Writing		.5		1			
Math		.5		1									
3. Write IEP Goals		Each goal aligns with PLAAFO and state standards.	Some objectives align with PLAAFP and with state standards.	Objectives do not align with state standards.		Reading		.5		1			
						Writing		.5		1			
						Math		.5		1			
4. Write Unit Goals		The schedule includes two unit/lesson topics covering a period of at least three weeks.	The schedule is incomplete.	The schedule is missing.		Reading		.5		1			
						Writing		.5		1			
						Math		.5		1			
5. Daily Teaching Schedule		The objectives are varied and challenging.	The objectives are varied and challenging but not aligned.	The objectives are incomplete or not aligned.		Writing		.5		4			
						Math		.5		4			
								10 pts.		20 pts.			

Portfolio Objective or Indicator	Comments	3 Advanced Competence (Above Basic)	2 Basic (Meets)	1 Deficient (Intervention requ)	0 Missing
Over-all Presentation					
1. Quality of Teacher Work Sample Report		Summary is typewritten, free of mechanical and spelling errors.	Summary contains more than 3 mechanical or spelling errors.	Summary contains more than 3 mechanical or spelling errors.	

TWS 1 Contextual Factors

Due Friday June 19 at 8:00 am

(InTASC Standard #2: Learning Differences)

PURPOSE: To help you identify contextual factors in your classroom that will influence your instruction.

- Use the Utah State Office of Education website to identify relevant data on the racial/ethnic breakdown of your school.
- Use city websites, documents, etc. to identify your community's history and relevant data for the community. You need to know information about your school's larger community.
- Interview your cooperating teacher to identify relevant contextual factors that affect the classroom and possibly your instruction. Also peruse your school's website to glean additional information on the school contextual factors.
- Submit your Field Experience Demographic (FED) report on MyLink.
- Write the Contextual Factors narrative. Submit the narrative on MyLink.

Complete the following steps:

1. COMPLETE THE FED FORM

Complete the FED Form and submit it on MyLink.

2. INTERVIEW YOUR COOPERATING TEACHER, FACILITATOR, OR MENTOR

Arrange to have an interview with your cooperating teacher. This interview will help you to get more information regarding student demographics, needs, and characteristics.

Cooperating Teacher: Name _____

Fill out this chart using information from your cooperating teacher:

Classroom Breakdown	Your Individual Classroom Data
Total Number of Students in Your Class	
Number of African American Students in Your Class	
Number of American Indian Students in Your Class	
Number of Asian Students in Your Class	
Number of Hispanic Students in Your Class	
Number of Pacific Islander Students in Your Class	
Number of White Students in Your Class	
Number of English Language Learners in Your Class	
Number of Students with Disabilities in Your Class <i>(Students with active IEPs, Students with physical/mental/emotional handicaps with 504 status)</i>	
Number of Students in Accelerated Programs in Your Class <i>(Gifted and Talented, Honors, Advanced Placement)</i>	

Discuss the following questions with your cooperating teacher:

How do the location of the school, the community and school populations, the socio-economic profile, and the racial/ethnic demographic influence the classroom environment?

What types of support does the school receive from parents and from the community?

What specific help does your school have from the district or Federal Government to help with special populations in your school?

How do the following factors affect the instructional process? How do they enhance or detract from the effectiveness of the instruction?

- Physical features of the school or classroom
- Access to technology and equipment
- School and class rules, schedules, and routines
- Student characteristics (*levels of development, achievement, and prior knowledge*)
- Exceptional students
- Students' varying learning modalities

How is curriculum developed because of the above factors?

- In what areas of the class curriculum do the students excel?
- In what areas of the class curriculum do the students struggle?
- On which areas of the class curriculum should I focus my attention when deciding upon a possible teaching unit for my teacher work sample?
- Which areas of the class curriculum should I avoid when deciding upon a possible teaching unit for my teacher work sample?

3. Write a NARRATIVE

Using the information compiled thus far about the classroom, school, and community you are student teaching or completing your internship in, write up a 1-2 page detailed narrative explaining the data gathered on the contextual factors. Describe how the data gathered affects your instructional implications.

TWS 2 Learning Goals

Hard Copy Due to Mentor Teacher June 19 at 8:00 a.m.

Hard Copy of Final Revised Daily Teaching Plan due July 13 at 8:00 a.m.

(InTASC Standards #1: Learner Development; #2 Learning Differences; and #7: Planning for Instruction)

PURPOSE: To help you create a framework for your teaching unit informed by the contextual factors and student needs that you have previously identified.

- Decide on a unit of study to teach. Name the unit.
- Craft overall educational learning goals for your unit.
- Align the unit goals with the National Standards for your content area.
- Write the learning goals narrative.

Summer Framework

TWS Standard: *The teacher candidate sets significant appropriate learning goals and objectives based on state/district content standards and students' Individualized Education Programs (IEP).*

Complete the Following Steps

1. Administer Pre Tests. You will administer the following pretests on Testing Night: DIBELS Benchmark First Grade, DIBELS Benchmark Student Grade Level, Math CBA. You will administer the following tests during the first week of practicum: DIBELS Daze, DIBELS FSF (if needed), Survey Level Assessment to determine DIBELS ORF (if needed), Writing CBA, Math CBA (if not completed on testing night) and Math Fluency/RAMP. You will collect this information for the students in your Language Arts and Math Groups and record it on the Student Data Sheet provided.

Student Data Sheet (pre-data)

Language Arts Group

	1	2	3	4	5	6	7
Student Names							
RM Placement Test							
DIBELS LNF							
DIBELS PSF							
DIBELS NWF							
DIBELS ORF (1st)							
DIBELS ORF (grade level)							
DIBELS Daze							
Writing CBA							

Math Group

	1	2	3	4	5	6	7
Student Names							
Math CBA							
UNIT CBA #1							
UNIT CBA #2							
Math Fluency (+/-)							
Math Fluency (x//)							
Number Writing Fluency							

- 2. Write PLAAFP Statements.** Using the data you recorded in the Student Data Sheet, write PLAAFP Statements (attending to format taught in CPSE 452) that addresses the skills and deficits of one student in your Language Arts and Math Groups and address areas of the Utah Core Curriculum. Record the statements on the Summer Framework below.
- 3. Write IEP Goals.** Write an IEP goal in Reading, Writing, and Math that address the needs of at least one student in your Language Arts and Math Groups. Write the goal using the span of one school year. Record the IEP goals on the Summer Framework listed below.
- 4. Write Unit Goals.** Design two unit goals in each of the following areas: Reading (1 goal), Writing (2 goals), and Math (2 goals). The unit goals should align with the PLAAFP and IEP goals and should address the needs of the students in your Language Arts and Math groups. Record the Unit Goals (written in ABCD format) on the Summer Framework.
- 5. Daily Teaching Schedule.** Write lesson topics for 6 weeks for Math and Writing. You do *NOT* need to write objectives in ABCD format. A *topic* such as “writing verbs” or “2 digit addition with renaming” is sufficient. Consider when your unit will begin, when you will pre-assess and post-assess, and other factors that may affect the schedule. You should write the specific dates for Summer Practicum into the daily teaching plan. (This is a road map that will act as a guide for your instruction, it will most likely change based on student data throughout your practicum experience. You will discuss your daily data, **Section Six**, with your mentor teacher who will guide and support revisions to this plan. Your revised final daily teaching plan will be handed in at the end of the six week experience

Summer Framework

Reading

Reading PLAAFP	
Reading IEP Goal	
Reading Unit One (write in terms of Reading Mastery Placement Test)	

Writing

Writing PLAAF	
Writing IEP Goal	
Writing Unit One Goal	
Writing Unit Two Goal	

Daily Teaching Schedule for Writing

	Monday	Tuesday	Wednesday	Thursday	Friday
Week Two					
Week Three					
Week Four					
Week Five					
Week Six					

Math

Math PLAAF	
Math IEP Goal	
Math Unit One Goal	
Math Unit Two Goal	

Daily Teaching Schedule for Math

	Monday	Tuesday	Wednesday	Thursday	Friday
Week Two					
Week Three					
Week Four					
Week Five					
Week Six					

TWS 3 Weekly Teaching Plans

**Hard Copy Due Friday Morning at 8:00 a.m. each week during Summer Practicum
(6/19, 6/26, 7/2, 7/10, 7/17)**

Weekly Teaching Plans

(INTASC Standards: 1, 2, 3, and 7 CEC Standards: 3, 7)

PURPOSE:

In this section you will create *Weekly Teaching Plans* for your unit and provide objectives that are logically organized and move students toward achieving the unit objective. You will use the *Weekly Teaching Plan* templates below to complete this section. You will complete a *Weekly Teaching Plan* each week during Summer Practicum. It is due on Friday morning at 8:00 am each week of Summer Practicum.

Complete the following steps

- 1. Alignment of Core Curriculum and Lesson Objectives.** Write the State Core standard/objective with reference numbers on the *Weekly Teaching Plan*.
- 2. Alignment of PLAFFP with Lesson Objectives.** Write a PLAFFP statement that reflects the student(s) current performance on the State Core Curriculum Standard. Include the PLAFFP on the *Weekly Teaching Plan*.
- 3. Alignment of IEP Goal and Lesson Objectives.** Write an IEP goal that addresses the skills taught in the unit. The IEP goal should connect to the State Core standard listed on the template. Include the IEP goal on the *Weekly Teaching Plan*.
- 4. Unit Objective.** Identify a clear unit learning goal based on the State Core Curriculum and the IEP annual goals that will guide the planning, delivery and assessment of your unit. This goal should define what you expect students to know and be able to do at the end of the unit. Write the unit objective in ABCD format and include it on the *Weekly Teaching Plan*.
- 5. Five Lesson Objectives.** Develop five *daily* objectives that move students toward achieving your weekly learning goal/outcome. The objectives should address student needs and connect to the unit objective. Write the daily lesson objectives in ABCD format and include them on the *Weekly Teaching Plan*.

Weekly **Math** Teaching Plan Template

State Core Standard	
PLAAPF	
IEP Goal	
Unit Goal	
Daily Lesson Objective #1	
Daily Lesson Objective #2	
Daily Lesson Objective #3	
Daily Lesson Objective #4	
Daily Lesson Objective #5	

Weekly **Writing** Teaching Plan Template

State Core Standard	
PLAAFP	
IEP Goal	
Unit Goal	
Daily Lesson Objective #1	
Daily Lesson Objective #2	
Daily Lesson Objective #3	
Daily Lesson Objective #4	
Daily Lesson Objective #5	

TWS 4 Assessment Plan

Due Monday June 22nd at 8:00 am

(InTASC Standards #1: Learner Development; #4: Content Knowledge; and #6: Assessment)

PURPOSE: To help you develop a variety of methods for assessing the learning goals for your teaching unit and align the assessments with the level of learning of each goal.

- Identify how you will assess students' learning and growth as it relates to each learning goal.
- Align the assessment with the level of learning of each goal.
- Identify appropriate performance criterion for the assessment method.
- Discuss potential adaptations you will need to consider for each assessment based on contextual factors and student needs.
- Defend the quality of your assessments in narrative.

Complete the following steps:

1. PRE-POST ASSESSMENT FOR OBJECTIVE

Determine how you will use a pre-assessment, formative, and a post- assessment during your unit to adequately measure student growth. In the narrative include a discussion of how will you learn what prior knowledge students have and how will you determine whether or not the students have mastered the learning goal.

2. ACCOMMODATION ALIGNMENT

The assessment method aligns with the level of learning of the identified learning goal.

3. a. COMPLETE THE ASSESSMENT PLAN TEMPLATE BELOW

b. COMPLETE DIBELS EXCEL SPREADSHEET FOR WEEKLY PROGRESS MONITORING DATA. Post on Learning Suite.

4. WRITE THE NARRATIVE

Write a 1-2 page narrative explaining your assessment plan. Why did you choose the particular method of assessment? Does it assess what you want your students to learn? Does it help you see where your students are at the beginning of the unit (pre-assessment, screening for prior knowledge, or discovering misconceptions)? How will the assessment show growth in the students? In addition complete the assessment plan questions below and include this information in your narrative. *Responses to the assessment plan do not replace the narrative requirement.*

Assessment Plan Template

Write what assessment will be used in each area.

	Pre Assessment	Formative Assessment	Cumulative or Post Assessment	Accommodations
Reading IEP Goal				
Reading Unit Goal				
Reading Daily Lesson Objectives				
Writing IEP Goal				
Writing Unit One Goal				
Writing Unit Two Goal				
Writing Daily Lesson Objectives				
Math IEP Goal				

Math Unit One Goal				
Math Unit Two Goal				
Math Daily Objectives				

(The *Daily Data Collection* template goes in this section and informs the template data above)

TWS 5 Design for Instruction

Hard Copy Due *each morning* of Summer Practicum at 8:00 a.m. Use Direct Instruction Lesson Plan Template or Direct Instruction Lesson Plan Outline Template as instructed by mentor teacher and side coordinator.

(InTASC Standards# 2: Learner Differences; #3: Learning Environments; #7: Planning for Instruction and #8: Instructional Strategies)

PURPOSE: To help you design your unit instruction related to learning goals, students' characteristics and needs, and the specific learning context.

- Design lessons that address contextual factors and student needs.
 - Select a variety of appropriate instructional strategies that focus on student learning.
 - Include technology that will enhance the instruction and that students can use as part of the learning process.
 - Identify adaptations to customize your instruction for specific special needs and exceptional students in your classroom.
 - Write your lesson plans for the entire unit. The lesson plans for each day are due at 8:00 a.m. Include supplements and assessments with the lesson plans.
-

Complete the following steps:

1. PREPARE LESSON PLANS

Create each lesson and lesson materials that will support the unit goals already developed. Use a variety of appropriate instructional strategies. Include technology that will enhance the instruction and that students can use as part of the learning process. Reminder---Your complete lessons will include detailed plans, lecture notes, supplements, handouts, etc.

2. REVIEW FOR INTEGRATION AND ACCOMODATIONS

After designing your lessons, examine the sequence of events or steps in your lesson plan and determine where integration with other content areas might occur, technology might enhance student learning, literacy strategies are used (how students access, analyze, evaluate, and create), and adaptations in instruction for special needs are needed.

TWS 6

Instructional Decision-Making

Based on Analysis of Screening for
Prior Knowledge or Misconceptions of Students, or Pre-requisite Skills
and Formative Assessments

To be completed during a mentoring session once per week

(InTASC Standards #5: Application of Content; and #8: Instructional Strategies)

PURPOSE: To describe the ways you modified your original design for instruction based on formative assessment. Be specific in what caused you to modify your teaching "midstream."

Complete these steps with your mentor teacher, during a mentoring session one time each week (at a minimum), during Summer Practicum. This section is a VERBAL discussion.

- 1. Reading.** Discuss the DIBELS, Daze, and Reading Mastery Individual and Group data forms with your mentor teacher during *at least* one mentoring session per week. Consider how the collected data informs all sections of the following day's lesson.
- 2. Writing.** Discuss your CBM data and your method of recording data during guided and independent practice with your mentor teacher during *at least* one mentoring session per week. Consider how the collected data informs all sections of the following day's lesson.
- 3. Math.** Discuss your RAMP data and your method of recording data during guided and independent practice with your mentor teacher during *at least* one mentoring session per week. Consider how the collected data informs all sections of the following day's lesson.

Written NARRATIVE. Write a two paragraph narrative for each incident.

Incident #1 (Due Tuesday *JUNE 23* at 8:00 am) Hand in HARD copy!

Screening for Prior Knowledge or Misconceptions of Students

- a. In a narrative, describe how you will modify your MATH instruction based on analysis of your pre-test data.
- b. **Sound Professional Practice**—Continue your narrative and explain why your modification should improve student progress based on your understanding of sound professional practice.

Incident #2 (Due Monday *JULY 6* at 8:00 am) Hand in HARD copy!

Formative Assessment of Students

- c. **Modifications Based on Analysis of Formative Assessment** — In a narrative, describe how you modified your MATH instruction based on your formative assessment of progress monitoring during your unit up to this point.
- d. **Sound Professional Practice**— Continue your narrative and explain why your modification should have improved student progress based on your understanding of sound professional practice. Describe the outcome. Did you get the result you anticipated from making the modification?

TWS 7

Summative Report of Student Learning

Hard copy due to mentor teacher July 22 at 8:00 a.m.

(InTASC Standard #6: Assessment)

PURPOSE: To analyze student assessment data, including screening and formative assessments to determine students' progress related to the unit learning goals. Use graphic representations and narrative to communicate the performance of the whole class and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Complete the following steps.

1. Complete charts of Math and Reading Mastery groups – post on Learning Suite AND turn in hard copy.

2. Graph of Student Performance. Using Pre/Post Assessments and Progress Monitoring data create a graph or table that shows the performance of **each** student in your Reading Mastery group.

3. Graph of Student Performance. Using Pre/Post Assessments and Math Fluency/RAMP data create a graph that shows the performance of **each** student in your Math group on pre- and post-assessments on the Math unit goals.

- a. all data represented 3 pts.
- b. graphs accurately created 4 pts.
- c. each student 3 pts.

4. Write the NARRATIVE – Post on Learning Suite AND hand in hard copy

Write a 3-4 page narrative that will reflect on your performance in teaching the unit and identify *future action* that could for improve your teaching and *professional growth*. You can use the following prompts to help you construct your narrative:

- a. Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- b. Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- c. Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.
- d. Be professional: have correct grammar and make it professional in appearance.

Math Group

Student	1		2		3		4		5		6		7	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Math CBA* Unit 1														
Math CBA* Unit 2														
Math Fluency** mixed probes (+/-)														
Math Fluency** mixed probes (x//)														
Tool Skills (Number Writing Fluency**)														

* # correct/# possible

** digits/minute (d/m)

Note: Hard copy to mentor teacher AND post on Learning Suite

Reading Mastery Group

Student	1		2		3		4		5		6		7	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Total # Possible Words Read														
Total # Errors*														
Total # Minutes Read														

* words not read and errors

Note: Hard copy to mentor teacher AND post on Learning Suite

Feedback

Mentor Teacher: _____

Summer Practicum Assignments
Mentor Teacher Grade Book

Site: Alpine Nebo

					TC Name
					Assignments * Spring grades to be added
					TWS #1 Contextual factors (10)
					TWS #2 Student Data Sheet (15) Summer Frwk (30)
					TWS #3 Weekly Teaching Plan (90 total) Math (45) Writing (45)
					Week 2 (9)
					Week 3 (9)
					Week 4 (9)
					Week 5 (9)
					Week 6 (9)
					TWS #4 Assessment Plan (10) DIBELS Post LS (3)
					TWS #5 Lesson Planning (150 total)
					Language Arts Week 2 (5)
					Language Arts Week 3 (5)
					Language Arts Week 4 (5)
					Language Arts Week 5 (5)
					Language Arts Week 6 (5)
					Writing Week 2 (12)
					Writing Week 3 (12)
					Writing Week 4 (12)
					Writing Week 5 (12)
					Writing Week 6 (12)
					Math Week 1-2 (12) *CGI Lesson Plan (one/summer)
					Math Week 3 (12) *
					Math Week 4 (12) *
					Math Week 5 (12) *
					Math Week 6 (12) *
					Social Skills (5)
23456_	23456_	23456_	23456_	23456_	TWS #6 Data Collection Math Daily, RAMP (10 total)
23456_	23456_	23456_	23456_	23456_	Writing Data Collection, CBM (10 total)
23456_	23456_	23456_	23456_	23456_	Reading Mastery Data collection (10 total)
					Insert Narrative #1 (10)
					Insert Narrative #2 (10)
					TWS #7 Report of Student Learning – Math narrative (10)
					Reading Charts (10)
					Math Charts (10) Post LS (2)
					Teacher Behaviors
					Final PIBS Evaluation (30) *must be at 80% (24/30) to pass
					IEP – Mtg (5) Home Notes (3) Midterm Eval (2)
					Instructional Observations
					1. DI Math Observation (100 total) List date
					2. (if necessary) List date
					1. Writing Observation (100 total) List date
					2. (if necessary) List date
					1. Reading Mastery Observation (100 total) List date
					2. (if necessary) list date
					1. CGI (25 pt)

DAILY INSTRUCTIONAL BINDER CHECKLIST 2015

Teacher Candidate _____ Mentor Teacher _____

Weeks 1-2	June 16	June 17	June 18	June 19	June 22	June 23	June 24	June 25	June 26
Social Skills									
Math Lesson Plan									
• Daily Instructional Objective									
• Task Analysis									
• Review Behavior Expectations									
• Academic Review (pre-requisites)									
• (CGI) Present problem									
• Attention Cue/Anticipatory Set									
• (CGI) Students Solve Problem									
• Modeling									
• (CGI) DI Sequence									
• Guided Practice									
• (CGI) Report									
• Independent Practice									
• (CGI) Manipulatives collected									
• Closure/ Preview next lesson									
Lesson turned in by 8:00 A.M.									
Language Arts Lesson Plan									
Review: Behavior									
Reading Mastery									
Penmanship									
Spelling									
Writing Lesson Plan									
• Daily Instructional Objective									
• Task Analysis									
• Review Behavior Expectations									
• Academic Review (pre-requisites)									
• Attention Cue/Anticipatory Set									
• Modeling									
• Guided Practice									
• Independent Practice									
• Closure Preview									
Lesson turned in by 8:00 A.M.									
Data Collection									
• LA Writing Daily									
• LA Reading Mastery Daily									
• Math Daily									
• RAMP									
Progress Monitoring (weekly)									
• DIBELS, Daze, Writing CBM									
Rotation Plan									
Lesson Section Modeled by MT									
Home note sent									

Key: + = exceeded √ = met - = below 0 = not included N/A = not applicable

Weeks 3-4	June 29	June 30	July 1	July 2	July 6	July 7	July 8	July 9	July 10
Social Skills									
Math Lesson Plan									
Daily Instructional Objective									
Task Analysis									
Review Behavior Expectations									
Academic Review (pre-requisites)									
Attention Cue/Anticipatory Set									
Modeling									
Guided Practice									
Independent Practice									
Closure/ Preview next lesson									
Lesson turned in by 8:00 A.M.									
Language Arts Lesson Plan									
Review: Behavior									
Reading Mastery									
Penmanship									
Spelling									
Writing Lesson Plan									
• Daily Instructional Objective									
• Task Analysis									
• Review Behavior Expectations									
• Academic Review (pre-requisites)									
• Attention Cue/Anticipatory Set									
• Modeling									
• Guided Practice									
• Independent Practice									
• Closure Preview									
Lesson turned in by 8:00 A.M.									
Data Collection									
• LA Writing Daily									
• LA Reading Mastery Daily									
• Math Daily									
• RAMP									
Progress Monitoring (weekly)									
• DIBELS, Daze, Writing CBM									
Rotation Plan									
Self-reflection/Goal Setting									
Lesson Section Modeled by MT									
Home note sent									

Key: + = exceeded √ = met - = below 0 = not included N/A = not applicable

Weeks 5-6	July 13	July 14	July 15	July 16	July 17	July 20	July 21	July 22	July 23
Social Skills									
Math Lesson Plan									
Daily Instructional Objective									
Task Analysis									
Review Behavior Expectations									
Academic Review (pre-requisites)									
Attention Cue/Anticipatory Set									
Modeling									
Guided Practice									
Independent Practice									
Closure/ Preview next lesson									
Lesson turned in by 8:00 A.M.									
Language Arts Lesson Plan									
Review: Behavior									
Reading Mastery									
Penmanship									
Spelling									
Writing Lesson Plan									
• Daily Instructional Objective									
• Task Analysis									
• Review Behavior Expectations									
• Academic Review (pre-requisite)									
• Attention Cue/Anticipatory Set									
• Modeling									
• Guided Practice									
• Independent Practice									
• Closure Preview									
Lesson turned in by 8:00 A.M.									
Data Collection									
• LA Writing Daily									
• LA Reading Mastery Daily									
• Math Daily									
• RAMP									
Progress Monitoring (weekly)									
• DIBELS, Daze, Writing CBM									
Rotation Plan									
Self-Reflection/Goal Setting									
Lesson Section Modeled by MT									
Home note sent									

Key: + = exceeded ✓ = met - = below 0 = not included N/A = not applicable

DAILY MENTOR TEACHER/BYU TEACHER CANDIDATE COLLABORATION LOG

BYU Teacher Candidate (TC): _____

Mentor Teacher: _____

Week: 1 2 3 4 5 6

Site Coordinator Initials: _____

Friday	Positive Feedback	
Date:	Corrective Feedback	
MET Initials	TC Teaching Goal	Data Discussed Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/>
BYU TC Initials	*	

Thursday	Positive Feedback	
Date:	Corrective Feedback	
MET Initials	TC Teaching Goal	Data Discussed Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/>
BYU TC Initials	*	

Wednesday	Positive Feedback	
Date:	Corrective Feedback	
MET Initials	TC Teaching Goal	Data Discussed Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/>
BYU TC Initials	*	

Tuesday	Positive Feedback	
Date:	Corrective Feedback	
MET Initials	TC Teaching Goal	Data Discussed Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/>
BYU TC Initials	*	

Monday	Positive Feedback	
Date:	Corrective Feedback	
MET Initials	TC Teaching Goal	Data Discussed Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/>
BYU TC Initials	*	

*Progress on Corrective Feedback from previous day

DAILY CHECKLIST OF TEACHER CANDIDATE PERFORMANCE

Candidate Name: _____

Mentor Teacher: _____

- A**
TEACHER CANDIDATE PROFESSIONAL PREPAREDNESS
- Appropriate Dress
 - Arrives at 8:00
 - Remains until 12:30
 - Lesson Plans, based on daily data, handed in by 8:00
 - Punctual to all obligations
 - Prepared in all obligations
 - Weekly Learning Objectives

- B**
TEACHER CANDIDATE PROFESSIONAL COMMUNICATION AND INTERACTIONS
- Professionally accepts feedback
 - Sets and implements daily goals
 - Positive with: mentor teacher, university supervisor, peers, district students, and self
 - Displays positive body/verbal language and demeanor

- C**
TEACHER CANDIDATE PROFESSIONAL COLLABORATION WITH PEERS
- Helps plan electives
 - Follows elective rotation guidelines
 - Prepared with elective materials
 - Completes group work
 - Submits cooperative assignments in a timely manner (ex. social skills, group reflections)

- D**
TEACHER CANDIDATE MATERIALS ORGANIZATION
- Materials Binder updated
 - Instruction Binder completed daily
 - MSM folders completed
 - Classroom organized
 - Data collection forms updated MDC/DIBELS

WEEK 1

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

WEEK 2

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

WEEK 3

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

WEEK 4

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

WEEK 5

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

WEEK 6

	M	T	W	TH	F
A					
B					
C					
D					
T					
CI					

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

(T= Mentor Teacher Initials CI= Candidate Initials)

Candidate Signature: _____

Mentor Teacher Signature: _____

Response Opportunities and Reinforcement for Student Behavior – Collect During Modeling/Guided Practice

Response Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

of Students _____

Activity _____

Opportunity to Respond	# Correct Responses	# Incorrect/ No Responses	# Appropriate Corrective Feedback	# No Corrective Feedback
------------------------	---------------------	------------------------------	--	--------------------------------

GROUP				
INDIVIDUAL				

Response Rate (# correct / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses : # correct feedback) = _____ :

Reinforcement Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

of Students _____

Activity _____

# Academic Reinforcements	# Behavioral Reinforcements
---------------------------	-----------------------------

GENERAL PRAISE		
DESCRIPTIVE PRAISE		

General Praise Rate (# of general praises / # of minutes observed) = _____ /minute

Descriptive Praise Rate (# of descriptive praises / # of minutes observed) = _____ /minute

Overall Praise (# of general, descriptive, and nonverbal praises / # of minutes observed) = _____ /minute

Response Opportunities and Reinforcement for Student Behavior – Collect During Modeling/Guided Practice

Response Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

of Students _____

Activity _____

Opportunity to Respond	# Correct Responses	# Incorrect/ No Responses	# Appropriate Corrective Feedback	# No Corrective Feedback
------------------------	---------------------	------------------------------	--	--------------------------------

GROUP				
INDIVIDUAL				

Response Rate (# correct / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses : # correct feedback) = _____ :

Reinforcement Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3

Time Began _____ Time Ended _____

Number of Minutes Observed _____

of Students _____

Activity _____

# Academic Reinforcements	# Behavioral Reinforcements
---------------------------	-----------------------------

GENERAL PRAISE		
DESCRIPTIVE PRAISE		

General Praise Rate (# of general praises / # of minutes observed) = _____ /minute

Descriptive Praise Rate (# of descriptive praises / # of minutes observed) = _____ /minute

Overall Praise (# of general, descriptive, and nonverbal praises / # of minutes observed) = _____ /minute

FORMATIVE FEEDBACK

Teacher Candidate: _____ Date: _____

Mentor Teacher: _____ Observer: _____

A large rectangular box containing 25 horizontal lines for writing feedback.

TC Initials: _____

Observer Initials: _____