

## Block II Recitation Course Materials

Last update: January 14, 2009

This document serves two purposes. First, it provides information about the recitation schedule, policies, assignment instructions, rubrics, and examples for Block II Recitation. It is meant to help students stay organized and focused so they can maximize their learning in this course. Second, and perhaps more importantly, it serves as an example of the preparation and organization needed to develop a good course which focuses on student learning.

These materials are heavily based on theory and evidence based best practices in education, however all the materials have been edited and revised by experienced classroom teachers. These materials are not perfect, but they do provide a framework for what you should be trying to accomplish when preparing course materials. These materials also continually evolve each semester as new ideas are tried and student feedback is considered, another process you should adopt, while keeping in mind the purpose of the course. Each semester, assignments are revised and or replaced based on the feedback from students and the best available research on education. The course evaluation at the end of the semester is taken very seriously.

With all this in mind the most important goal of Recitation is to help young teachers become competent professionals who will move the practice of education forward and improve on what came before. Keep in mind as you take this course, that the frustrations and pressures you feel now will be felt by your future students. Reflecting and empathizing with the student experience will make you a better teacher. Good luck with the course.

## **TABLE OF CONTENTS: QUICK REFERENCE**

Recitation Sections / Instructors /Times / Locations -- **Spring 2009**

Semester Schedule for Recitation – **Spring 2009**

Overview

INTASC Principles

Grading

Late Work Policy

Assignments

Attendance Policy

*Excused Absences*

Academic Honesty

Resources

Student Support

TaskStream

Cover Letter / Resume Instructions

Cover Letter / Resume Rubric

Cover Letter Example

Resume Example

Lesson Plan Analysis Instructions

Lesson Plan Analysis Rubric

Lesson Plan Analysis Form

Lesson Plan Analysis Example

Lesson Plan Analysis – Elementary Lesson Plan

Lesson Plan Analysis –Secondary Lesson Plan

Lesson Plan Design Instructions

Lesson Plan Design Rubric

Lesson Plan Design Examples

Brochure Project Instructions

Annotated Bibliography Instructions

Annotated Bibliography Rubric

Annotated Bibliography Example

Brochure Instructions

Brochure Rubric

Brochure Examples

Brochure & Presentation Peer Evaluations

GROUP MEMBER Evaluations

Teaching Log / TIP Reflection Instructions

Teaching Log / TIP Reflection Rubric

Teaching Log Example

TIP Reflection Example

Thank You Letter Instructions

Thank You Letter Rubric

Thank You Letter Example

Readings

**Recitation Sections / Instructors /Times / Locations -- Spring 2009**

This semester’s recitation sections / instructors / times/ locations information also located on Blackboard Vista in the Recitation file.

Recitation – ELEMENTARY			Recitation – SECONDARY		
Section #	TA Name	Day/Time	Section #	TA Name	Day/ Time
CRN 18078 23500-E02	Miriam Chacon mchacon@purdue.edu	Fri. 7:30 a.m.  BRNG 1222	CRN 18071 23500-S02	Kesha Henry henry4@purdue.edu	Fri. 7:30 a.m.  BRNG 2275
CRN 18079 23500-E03	Miriam Chacon mchacon@purdue.edu	Fri. 8:30 a.m.  BRNG 1222	CRN 18072 23500-S03	Kesha Henry henry4@purdue.edu	Fri. 8:30 a.m.  BRNG 2275
CRN 18080 23500-E04	Miriam Chacon mchacon@purdue.edu	Fri. 9:30 a.m.  BRNG 1222	CRN 18073 23500-S04	Kesha Henry henry4@purdue.edu	Fri. 9:30 a.m.  BRNG 2275
CRN 18081 23500-E05	So Yoon Yoon yoon18@purdue.edu	Fri. 10:30 a.m.  BRNG 1222	CRN 18074 23500-S05	Jiyeon Lee lee3@purdue.edu	Fri. 10:30a.m.  BRNG 2275
CRN 18082 23500-E06	So Yoon Yoon yoon18@purdue.edu	Fri. 11:30 a.m.  BRNG 1222	CRN 18075 23500-S06	Jiyeon Lee lee3@purdue.edu	Fri. 11:30 a.m.  BRNG 2275
CRN 18083 23500-E07	So Yoon Yoon yoon18@purdue.edu	Fri. 12:30 p.m.  BRNG 1222	CRN 18076 23500-S07	Jiyeon Lee lee3@purdue.edu	Fri. 12:30 p.m.  BRNG 2275

<b>Spec Ed Recitation Section 35294 23500-E08</b>	Dr. Melanie Davis  <a href="mailto:madavis@purdue.edu">madavis@purdue.edu</a>	Fri 8:00-8:50am  Hershey Elementary and/or Linwood Elementary
---	---	--

**Semester Schedule for Recitation – Spring 2009**

This semester’s weekly recitation schedule is also located on Blackboard Vista in the Recitation file.

<i>Date</i>	<i>Class</i>	<i>Topics</i>	<i>Read before Class</i>	<i>Assignments Due</i>
1/16	1	Introductions Cover Letters and Resumes	<u>Readings:</u> Cover Letter & Resume materials in course packet	
1/23	2	Becoming a Professional Educator / Evidence Based Practice	Review pp. 10-15 "Educational Psychology: The Science" in your Ed Psych textbook	<b>Cover Letter and Resume due, along with assignment cover sheet and rubric.</b>
1/30	3	Designing Effective Instruction	<u>Readings:</u> Designing Effective Instruction chapter in course packet	
2/6	4	Critiquing Lesson Plans	<u>Readings:</u> Review Lesson Plan Analysis materials in course packet	<b>NOTE: 2 clean, revised, signed copies of cover letter and resume due to TIP supervisor this week during your TIP Orientation</b>
2/13	5	Assessment	<u>Readings:</u> Cluster 8 Case Studies from Ed Psych textbook: Classroom Assessment *Elementary section reads early childhood and elementary cases *Secondary section reads middle school and high school cases	<b>Lesson Plan Analysis</b>
2/20	6	Homework Assignments The Dreaded Homework Dilemma	<u>Readings:</u> Article: The Case For and Against Homework	
2/27	7	Engaging Students	<u>Readings:</u> Cluster 5 Case Studies from Ed Psych textbook: Motivation *Elementary section reads early childhood and elementary cases *Secondary section reads middle school and high school cases	
3/6	8	Classroom Management	<u>Readings:</u> Cluster 6 Case Studies from Ed Psych textbook: Classroom Management *Elementary section reads early childhood and elementary cases *Secondary section reads middle school and high school cases  Review Lesson Plan Design materials in course packet	<b>Lesson Plan Design</b>
3/13	9	Delivering Effective Instruction	<u>Readings:</u> Delivering Effective Instruction	

			chapter in course packet Brochure Project materials in course packet	
3/20	10	PURDUE SPRING BREAK	PURDUE SPRING BREAK	PURDUE SPRING BREAK
3/27	11	TIP Discussion Brochure Preparation		Mid-Term Appraisal form due after 4 <sup>th</sup> TIP visit
4/3	12	TIP Discussion Brochure Preparation		<b>Annotated Bibliography</b>
4/10	13	<b>Brochure Presentations</b> TIP Discussion		<b>All Brochures due</b>
4/17	14	<b>Brochure Presentations</b> TIP Discussion	<u>Readings:</u> Teaching Log/TIP Reflection materials in course packet	Final Appraisal form due after 7 <sup>th</sup> TIP visit
4/24	15	<b>Brochure Presentations</b> TIP Discussion	<u>Readings:</u> Thank You Letter materials in course packet	<b>Teaching Log / TIP Reflection</b> Corrected Lesson Plans posted to <a href="#">TaskStream</a>
5/1	16	Bringing it Altogether: What it takes to be an excellent teacher and a professional educator	*Attendance is worth 3 extra credit points today	<b>Thank You Letter</b>

## Overview

Block II Recitation meets for fifty minutes each week to allow students the opportunity to apply what is being learned in lecture classes. These meetings also provide an opportunity for students to discuss their TIP experiences with their colleagues within their own program area. The topics covered in Recitation will come from the course content of both EDPS 235 and EDPS 265. The Recitation experience is intended to be personalized, fun, informative, and thought provoking. The small class size allows for many activities and learning opportunities that cannot be easily implemented in the large lectures. Recitation also serves as vehicle for developing students' pedagogical knowledge and general thinking, writing, and verbal communication skills. Elementary students meet separately from secondary students for Recitation. Art, Music, and Physical Education students should attend the Recitation section (elementary or secondary) that matches their TIP placement for Block II.

Block II has four interrelated components. These components and their relationships are described below.

### EDPS 235 -- EDPS 265 -- Recitation (Discussion section) -- TIP (Classroom visits)

#### Lecture Components:

1. **EDPS 235: Learning and Motivation.** For this component, you will attend two lectures each week (Monday and Wednesday). The course spans four major topics: Child/adolescent development, learning, motivation, and assessment of student learning.
2. **EDPS 265: The Inclusive Classroom.** For this component you will attend two lectures each week (Tuesday and Thursday). You will study the characteristics of students with special needs and talents and learn strategies for accommodating your instruction for these students when they are placed in general education classrooms.

#### Application Components:

3. **Block II Theory into Practice (TIP).** For this component you will attend two on-campus orientation sessions, an orientation with principal at your assigned school, and then spend two hours a week for seven (7) weeks observing in a school in the local area and completing activities related to the content of Block II. You will discuss your experiences with your TIP supervisor and the members of your Block II Recitation section.
4. **Block II Recitation.** For this component, you will attend one recitation section each week (Friday). In this component you will apply what you are learning to classroom situations and you will have an opportunity to discuss your TIP experiences and activities with other students.

## INTASC (Interstate New Teacher Assessment and Support Consortium)

During Recitation you will have opportunities to develop knowledge, performance, and disposition standards addressed in the following INTASC principles:

<i>Principle 1:</i>	<b>Making content meaningful</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of
---------------------	---

	subject matter meaningful for students.
<i>Principle 2:</i>	<b>Child development and learning theory</b> The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
<i>Principle 3:</i>	<b>Learning styles/diversity</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
<i>Principle 4:</i>	<b>Instructional strategies/problem solving</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<i>Principle 5:</i>	<b>Motivation and behavior</b> The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
<i>Principle 6:</i>	<b>Communication/knowledge</b> The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
<i>Principle 7:</i>	<b>Planning for instruction</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
<i>Principle 8:</i>	<b>Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
<i>Principle 9:</i>	<b>Professional growth/reflection</b> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
<i>Principle 10:</i>	<b>Interpersonal relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

For more information about INTASC, visit:

[http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/).

## Grading

You can earn up to 250 points for your participation and work submitted in Recitation (the score from the TIP Exam is included in this total). The number of points accrued in Recitation will be added to the lecture grades in both EDPS 235 and EDPS 265 to determine the final grades in each course.

Grades for Recitation are based on the following assignments and activities:

<i>Assignment or Activity</i>	<i>Points</i>
TIP Exam	40
Participation Points (3 pts per class starting in week 2)	39

Cover Letter / Resume	20
Lesson Plan Analysis	28
Lesson Plan Design	55
Brochure Project	50
- Annotated Bibliography (10 points)	
- Brochure (25 points)	
- Presentation / Peer Evaluations (15 points)	
Teaching Log / TIP Reflection	16
Thank You Letter	2
Total Recitation Points	250

## Late Work Policy

**No late work will be accepted for credit.** If a student must miss a Recitation period they may still receive credit for any assignment due that day if they make prior arrangements with the Recitation leader and turn the assignment in before the day it is due. Activity points may only be made up if they have a university approved absence (see the [attendance policy](#) section for details) with the appropriate documentation (the absence approval letter).

## Assignments

Attach a Block II cover sheet, available on Blackboard Vista, and the assignment rubric, available in this document, with every written assignment. On the cover sheet, **highlight your Recitation leader's name** and your **Recitation section number**. Due dates are included in your Recitation schedule.

## Attendance Policy

Students are expected to attend Recitation every week. Come to class on-time and ready to actively participate.

Participation points are awarded as follows: 1 point for attending class and participating, 1 point for being to class on-time, and 1 point for bringing your Recitation materials Copy Mat packet to class. Unprofessional or disrespectful classroom behavior of any kind (e.g., sleeping in class, reading the Exponent, gossiping with a classmate during lecture, etc.) will result in forfeiture of all participation points for that day. Much of the value of Recitation comes from participating in activities that require the student to think or apply the lessons they have learned in EDPS 235, EDPS 265, or during TIP. Participation points are intended to encourage participation and focus.

If you do miss a class, it is your responsibility to get a copy of class notes, handouts, and announcements. Some of this information is available in your Block II Recitation Course Materials (this document) but other information (such as the specific notes and in-class announcements) will need to be obtained from a classmate.

## ***Excused Absences***

Students with excused absences may receive credit for participation points if they make prior arrangements with the Recitation leader, write a 500 word reflection on the topic for that Recitation period, and turn in the University absence approval letter along with the written assignment and cover sheet. These materials are due within one week of the missed class. See your Recitation leader for details.

## **Academic Honesty**

Cheating, plagiarism, or other forms of academic dishonesty will be treated very seriously in this course. Evidence of academic dishonesty will result in zero points for the paper or assignment in question and a Student Disposition Form will be filed in your permanent university record detailing the incident. You may also be subject to further disciplinary procedures through the Office of the Dean of Students. A complete description of Purdue's policy on academic dishonesty is available on the Dean of Student's website ([www.purdue.edu/odos/osrr/integrity.htm](http://www.purdue.edu/odos/osrr/integrity.htm)).

## **Resources**

### **Blackboard Vista**

Many of the materials needed for class will be posted on the Recitation section of the Block II website within Blackboard Vista (<http://www.itap.purdue.edu/tlt/blackboard/index.cfm>) at Purdue. You are expected to check the Block II website before every lecture or Recitation session to see if there are any materials that you need to print out and bring with you to class. *Note: You must be officially registered in the course to have access to the Block II information on Blackboard.*

### **Student Support**

If you have a documented disability and anticipate a need for special accommodations in this course, please make an appointment with the Block II coordinator during the first two weeks of classes and bring appropriate documentation with you.

### **TaskStream**

Use of this e-portfolio system is required by the Teacher Education Program and by the Indiana Professional Standards Board. In order to pass Block II, you must successfully complete an e-portfolio assignment in Recitation as well as one for EDPS 235 and one for EDPS 265. Please check the recitation schedule for this semester to determine when the final version of your e-portfolio assignment for Recitation (the Lesson Plan Design) must be posted. An e-portfolio account may be purchased on-line from TaskStream ([www.taskstream.org](http://www.taskstream.org)) or from the copy room in the Union.

## Cover Letter / Resume Instructions

### Purpose

The first assignment is to write a resume and a cover letter that will be sent to your cooperating teacher. The purpose of this assignment is to help you develop a cover letter and resume for use in your future job search and to begin developing a professional relationship with your cooperating teacher for TIP.

### Requirements

Your letter should provide contact information, share a little about yourself and to describe the kinds of experiences you would like to have. It should be typed and free of spelling and mechanical errors. For format suggestions, see the [example](#).

The cover letter should include a return address section, the date, and the name and address of your cooperating teacher. You will not have your teacher's name and school when the first draft of the assignment is due but you will need to personalize the cover letter before the final draft is due. Make sure you sign the letter in ink.

Include a recent photograph on your cover letter. The picture should be a clear, (well-focused) head shot. You should be dressed in professional attire in an appropriate setting.

The body of the letter will depend on your own personal experiences but at a minimum include the following three paragraphs. Cover letters are typically one page in length.

- Paragraph 1: Describe where you are from and your outside interests (do not begin by telling your name!). Describe your Block I experience and how that experience contributed to your decision to continue in the teacher preparation program.
- Paragraph 2: Indicate that you are looking forward to your practicum experience in the schools. Identify one or two specific things you want to do during this experience and why you want to do them. What do you want to learn in Block II TIP?
- Paragraph 3: Thank him/her for accepting you as a student in his/her class and indicate that you are looking forward to your first visit.

The resume should also be highly personalized but at a minimum should include your contact information, educational background, and work experience. Other areas may be added as appropriate. Tips for writing a resume are available at Purdue Online Writing Lab ([owl.english.purdue.edu/workshops/hypertext/ResumeW/index.html](http://owl.english.purdue.edu/workshops/hypertext/ResumeW/index.html)).

**Grading**

This assignment is worth 20 points. Please see the rubric for specific grading criteria.

**Cover Letter / Resume Rubric**

<i>Section</i>	<i>Criteria</i>	<i>Points</i>	<i>Score</i>
Assignment Cover Sheet	1 point: Cover sheet is present and completed ½ point: Cover sheet is present but some information is missing or not highlighted	1	
Cover Letter: Address Blocks	2 points: Complete return address, date, and complete mailing address with name and title 1 point: Some of the information is missing	2	
Cover Letter: Picture	2 points: Picture is clear, in focus, and appropriate 1 point: Picture is present but unfocused, unclear, or inappropriate	2	
Cover Letter: Salutation	1 point: Appropriate salutation is used	1	
Cover Letter: Body	1 point: For each appropriate paragraph up to 3 points	3	
Cover Letter: Valediction	2 points: Appropriate valediction, student’s name is typed below signature, and letter is signed in ink 1 point: Some of the information is missing	2	
Resume: Contact information	2 points: Student name, telephone number, and email address and complete address (permanent and temporary) 1 point: Some of the information is missing	2	
Resume: Education block	2 point: Educational listed with grad or expected graduation date and entries are in reverse chronological order	2	

	1 point: Some of the information is missing or formatted incorrectly		
Resume: Experience block	2 points: Entries include job title, name of employer, dates of employment, and brief description of duties, entries in reverse chronological order 1 point: Some of the information is missing or formatted incorrectly	2	
Resume: Formatting	2 points: Consistent date style, font, alignment, and appropriate use of white space 1 point: Some minor inconsistencies are present	2	
Assignment Rubric	Attached to assignment (this sheet)	1	
Spelling, grammar, and punctuation	1-2 errors, minus 1 point 3-4 errors, minus 2 points 5+ errors, minus 3 points		
Total		20	

### Cover Letter Example

Patricia Student  
123 Main Street  
West Lafayette, IN 47906  
765-555-1234  
pstudent@purdue.edu

September 1, 2009

Ms. Joan Educator  
Five Star Middle School  
123 Success Lane  
West Lafayette, IN 47906



Dear Ms. Educator:

I am a Social Studies Education major working on certifications in World History, US History, and Economics. I am originally from Kokomo, Indiana but I have been fortunate enough to travel to several different countries. These experiences showed me the importance of cross-cultural understanding and influenced my decision to become an educator.

My Block I experience was in a High School Economics class at Anywhere High School. This was a positive experience for me and I enjoyed working with the students on an individual basis. The most challenging part of this experience was working with students at different motivational levels. For this reason, I am particularly interested in learning how you encourage and motivate your students.

I would appreciate an opportunity to teach a lesson to the whole class during this experience. I would also appreciate the opportunity to see how you plan your lessons and keep students motivated. Of

course, I am sure there are things I need to know, that I do not know enough to ask about and would appreciate and guidance you could give me.

Thank you for allowing me to participate in your classroom. I am anxious to gain more experience with students and am looking forward to working with you.

Sincerely,

Patricia Student

## Resume Example

Patricia Student  
pstudent@purdue.edu

### Current Address

123 Main Street  
West Lafayette, IN 47906  
765-555-1234

### Permanent Address

456 Tower Avenue  
Kokomo, IN 47906  
765-555-5678

### **Education**

BS – Education, Purdue University, West Lafayette, IN                      expected:              May 2009  
Social Studies Certification: World History, US History, Economics

Academic Honors Diploma – Kokomo High School, Kokomo, IN                      May 2005

### **Experience**

Library Assistant, Purdue Libraries, West Lafayette, IN                      August 2005 to present  
Provide assistance to library patrons, conduct searches for materials, and reshelf books.

Instructor, Purdue Academic Camp, West Lafayette, IN                      Summers 2006 & 2007  
Delivered lesson plans, provided instructional assistance to 25 to 35 twelve to fifteen years olds in a day camp environment. Managed day-to-day classroom issues and supervised activities related to academic lessons and physical education.

Cashier, Generic Grocery Store, Kokomo, IN                      June 2003 to August 2005  
Provided customer service, collected money, balanced cash drawers, and stocked shelves.

Camp Counselor, Metropark System, Kokomo, IN                      Summers 2002 - 2004  
Supervised and lead camp activities for groups of 20 to 30 nine and ten year olds. Taught art projects, nature skills, and local history.

### **Honors and Awards**

Recipient of the Kokomo Lion’s Club Scholarship                      2005 – Present  
Varsity Letter for Volleyball and Track                      2004 – 2005  
Academic Honor Roll, Kokomo High School                      2002 – 2005

### **Professional Affiliations**

Global Association of Teachers of Economics                      February 2007 to present

## Lesson Plan Analysis Instructions

### Purpose

As a step towards developing good lesson planning skills, this assignment is designed to have you look critically at existing lesson plans. The ability to critically review lesson plans from a pedagogical (pedagogy-the art and science of teaching and instructional methods) point of view will have you develop better self-reflection and lesson planning skills. The goal is to prepare you to write your own lesson plans with a critical eye for detail.

### Requirements

Using the [lesson plan analysis form](#), review the appropriate lesson plan for your Recitation section (elementary sections use the [elementary lesson plan](#), secondary sections use the [secondary lesson plan](#)). Read the items and determine if each lesson plan element is present, provide evidence supporting your decision, and provide a brief critique of its effectiveness. If an element is not effective or correct, please suggest how you would make it better in the critique. All responses must be typed! Be sure to check your spelling, grammar, and punctuation

### Grading

This assignment is worth 28 points. You must assess each element, give evidence, and provide a brief, but thoughtful critique. Points will be awarded for following the assignment guidelines. Make sure you use the appropriate lesson plan for your Recitation section. Using the incorrect lesson plan for your Recitation section will result in a score of zero.

**Lesson Plan Analysis Rubric**

Section	Criteria	Points	Score
Assignment Cover Sheet	1 point: Cover sheet is present and completed 0 points: Cover sheet is present but some information is missing or not highlighted	1	
Information Block	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Previous Knowledge	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Preparation Required	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
State or National Standards	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Lesson Objectives	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Previous Learning/ Anticipatory Set	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Instruction & Application	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Timing	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Closure & Foreshadowing	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Announcement	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Homework	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Formal Assessment	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Supporting Materials	2 points: All 3 points are answered and supported 1 point: Some information is missing	2	
Assignment Rubric	1 point: Attached to Assignment 0 points: Rubric missing	1	
Total		28	

Comments:

## Lesson Plan Analysis Form

**Directions:** [Download this electronic form from Blackboard.](#) In the space provided, type your responses to the items being requested. Use the appropriate lesson plan (i.e. elementary or secondary) to determine if each of the following lesson plan elements is present, provide evidence supporting your decision, and provide a brief critique of its effectiveness. If an element is not effective or correct, please suggest how you would make it better in the critique. Assignment must be typed using this form!

<b>Information Block</b>	
1. Is there an information block present that lists the author's name, target audience, and total time required to complete the lesson?	
2. Discuss evidence present	
3. Critique	
<b>Previous Knowledge</b>	
1. Does the author describe the lesson assumptions (what the students should know prior to this lesson)?	
2. Discuss evidence present	
3. Critique	
<b>Preparation Required</b>	
1. Does the author list the materials and activities needed to prepare for this lesson?	
2. Discuss evidence present	
3. Critique	
<b>State or National Standards</b>	
1. Does the author provide the state or national standards with the numeric designator and description that the lesson meets?	
2. Discuss evidence present	
3. Critique	
<b>Lesson Objectives</b>	
1. Does the author list clear objectives for the lesson written in behavioral terms? **If not, please rewrite them correctly in your critique.	
2. Discuss evidence present	
3. Critique	
<b>Previous Learning/Anticipatory Set</b>	

1. Does the author provide an anticipatory set where the focus is on engaging the student prior to starting the lesson by connecting previously learned knowledge or experiences to the forthcoming topic?	
2. Discuss evidence present	
3. Critique	
<b>Instruction &amp; Application</b>	
1. Is the instruction and application clearly outlined and designed to engage the students?	
2. Discuss evidence present	
3. Critique	
<b>Timing</b>	
1. Does the author provide specific time estimates for instruction and application?	
2. Discuss evidence present	
3. Critique	
<b>Closure &amp; Foreshadowing</b>	
1. Does the author close the lesson by reinforcing the lesson objectives and foreshadow into the next topic?	
2. Discuss evidence present	
3. Critique	
<b>Announcements</b>	
1. Did the author build in announcements (i.e. homework, upcoming assessment)?	
2. Discuss evidence present	
3. Critique	
<b>Homework</b>	
1. Did the author include a homework assignment in the lesson plan that clearly ties to the lesson, discusses the purpose, requirements, and grading of the homework?	
2. Discuss evidence present	
3. Critique	

Formal Assessment	
1. Did the author include a well-written and appropriate formal assessment that is clear and easy to follow?	
2. Discuss evidence present	
3. Critique	
Supporting Materials	
1. Did the author include a list of all supporting materials needed to implement this lesson?	
2. Discuss evidence present	
3. Critique	

### Lesson Plan Analysis Example

<b>Information Block</b>	
1. Is there an information block present that lists the author's name, target audience, and total time required to complete the lesson?	<b>Yes.</b>
2. Discuss evidence present	<i>The author is Stan Park. The audience is 5<sup>th</sup> grade Math. The total time to complete is 45 minutes.</i>
3. Critique	<i>This is an effective way to state the information for this lesson plan. It helps the reader know exactly who this is geared towards and how much time it should take. It could be better if the author stated the specific topic of the lesson in this section. It would make it more complete.</i>
<b>Previous Knowledge</b>	
1. Does the author describe the lesson assumptions (what the students should know prior to this lesson)?	<b>Not really.</b>
2. Discuss evidence present	<i>The author doesn't really state what students should know prior to this lesson.</i>
3. Critique	<i>The author should have noted that students will know how to add, subtract, multiply, and divide integers.</i>
<b>Preparation Required</b>	
1. Does the author list the materials and activities needed to prepare for this lesson?	<b>Yes.</b>
2. Discuss evidence present	<i>The author lists the textbook, page numbers, manipulatives needed, and the worksheet that students will be using in class.</i>
3. Critique	<i>The author could have listed the teacher's steps in preparation of the lesson (i.e. writing homework, locating manipulatives, etc.).</i>

<b>State or National Standards</b>	
1. Does the author provide the state or national standards with the numeric designator and description that the lesson meets?	<b>No.</b>
2. Discuss evidence present	<b><i>The author states NCTM standard descriptions, but he did not put the numeric designators on them.</i></b>
3. Critique	<b><i>This is important because teachers are held accountable by the school, district, state, and nation to meet certain standards. Incorporating all information in the lesson plan would be most effective</i></b>
<b>Lesson Objectives</b>	
1. Does the author list clear objectives for the lesson written in behavioral terms? **If not, please rewrite them correctly in your critique.	<b><i>Listed, but not written in behavioral terms.</i></b>
2. Discuss evidence present	<b><i>The author states that students will learn about fractions.</i></b>
3. Critique	<b><i>The objective should be written in behavioral terms so that the teacher could assess whether or not students have met them. A better way to write the objective would be: By the end of the lesson, students will be able to demonstrate their knowledge of fractions by writing the numeric expression of 8 out of 10 pictorial representations (i.e. circle divided into 3 parts with 1 part shaded: Answer: 1/3) successfully.</i></b>
<b>Previous Learning/Anticipatory Set</b>	
1. Does the author provide an anticipatory set where the focus is on engaging the student prior to starting the lesson by connecting previously learned knowledge or experiences to the forthcoming topic?	<b>No.</b>
2. Discuss evidence present	<b><i>The author just jumps right into the lesson by having the students work problems together on the board.</i></b>
3. Critique	<b><i>The author should have incorporated something prior to the lesson to tap students' initial interest that would naturally lead them into a lesson on fractions. Talk about pizza and have the kids discuss how they are cut (i.e. into wedges). Draw a picture on the board and then ask if, then questions. "If you ate one piece, how much of the pizza did you eat?"</i></b>
<b>Instruction &amp; Application</b>	
1. Is the instruction and application clearly outlined and designed to engage the students?	<b><i>Instruction is clearly outlined, but not necessarily designed to engage students.</i></b>
2. Discuss evidence present	<b><i>The author lays out step-by-step how to teach this lesson using problems on the board and from the book.</i></b>

3. Critique	<i>To me, this lesson was boring. All the students were doing was listening to the teacher and copying down problems. It would have been better had students been able to maybe design their own pizza and then cut it into sections (6, 8, or 10). Using the pieces as manipulatives, the students could visually manipulate their pizzas as they learned how to write numeric expressions. They also could have challenged themselves and designed their own problems that they could have shared with a partner. Group work would have been much more engaging in this lesson than individual seatwork.</i>
Timing	
1. Does the author provide specific time estimates for instruction and application?	<b>No.</b>
2. Discuss evidence present	<i>The author states at the beginning in the information block that the lesson would take 45 minutes.</i>
3. Critique	<i>The author did not; however, break the time estimates out in the Procedure section. This is a problem as someone delivering the lesson could run into trouble with pacing the delivery of the lesson which could lead to rushing or not finishing the lesson. Either way, students' learning could be jeopardized.</i>
Closure & Foreshadowing	
1. Does the author close the lesson by reinforcing the lesson objectives and foreshadow into the next topic?	<b>No.</b>
2. Discuss evidence present	<i>The author just finishes the lesson by assigning homework. He doesn't reinforce what was learned in the lesson, nor does he foreshadow what is going to be next.</i>
3. Critique	<i>This is not effective at all as it is important to readdress the objectives and make sure that students understood the concepts. It is also important for students to understand how this information will be building on the next concept.</i>
Announcements	
1. Did the author build in announcements (i.e. homework, upcoming assessment)?	<b>Yes.</b>
2. Discuss evidence present	<i>The author announced that the students will have homework, what the homework is, and when it is due.</i>
3. Critique	<i>The author provided all of the necessary information regarding the homework. I suspect that a quiz over the unit will occur later in the sequence. That would be an important announcement as well.</i>
Homework	
1. Did the author include a homework assignment in the lesson plan that clearly ties to the lesson, discusses the purpose, requirements, and	<b>Yes.</b>

grading of the homework?	
2. Discuss evidence present	<b><i>The assignment is a worksheet where the students are given pictures and they must write the numeric expression. They are also given a numeric expression and they are to draw a pictorial representation.</i></b>
3. Critique	<b><i>This homework lines up with the lesson objectives (rewritten).</i></b>
<b>Formal Assessment</b>	
1. Did the author include a well-written and appropriate formal assessment that is clear and easy to follow?	<b><i>No.</i></b>
2. Discuss evidence present	<b><i>This lesson had no information regarding a formal assessment.</i></b>
3. Critique	<b><i>The author should provide formal assessment methods such as a short quiz or assignment to check for understanding of the concepts.</i></b>
<b>Supporting Materials</b>	
1. Did the author include a list of all supporting materials needed to implement this lesson?	<b><i>Yes.</i></b>
2. Discuss evidence present	<b><i>The author lists all of the materials needed for the lesson.</i></b>
3. Critique	<b><i>Obviously, I would have liked more engaging materials, but these would work.</i></b>

## Lesson Plan Analysis – Elementary Lesson Plan

Author: Jane Miller

Audience: Grade 2

Prior Knowledge: Students should know how to read a story and extract general information.

Objective:

- Introduce the 5 Ws + H questions: who, what, when, where, why and how.
- Answer the 5 Ws + H questions.
- Introduce steps for problem-solving.
- Have students develop an action plan for the most effective solution.

Materials:

- One copy of Goldilocks by Janice Russell
- Easel Paper
- Markers, Pencils, & Crayons
- Blank paper & Blank lined paper
- Homework handout

Anticipatory Set:

Begin by asking the students what they would do if they found a stranger had been in their house. Listen to the feedback and tell them to listen closely to the story of "Goldilocks and the Three Bears". While reading the story, stop and ask what will happen next and why (15 minutes).

Development/Procedures:

1. Invite the students to help the bears solve their problem. Ask students if there is a problem. (ANSWER: Yes, the bears' home has been trespassed and damage has been done to their belongings.) Have the students pretend to be newspaper reporters in pursuit of a hot news story as they gather the facts. Using the easel paper, write the five W's and one H question (i.e. who, what, where, when, why and how). Go through each question with the students and have the generate answers. Write their ideas on the board. Review the facts of the story that you have written on the easel based on student responses (10 minutes).
2. Once the facts are reviewed, ask the students: How might Papa, Mama and Baby Bear keep Goldilocks away from their home? Have students generate ideas (solutions) to the bears' problem and write them on the easel. (EXTENSION: This could be a shared writing exercise where students take turns writing on the easel.) Once students have generated ideas, have them determine a "best solution" (10 minutes).
3. To help them move further into the creative problem-solving process, have each student return to their desks to develop an action plan for how the Three Bears will enact the students' best solution. Give each student a blank piece of paper, a piece of lined paper, a pencil, and crayons. On the blank paper, have the students draw their action plan illustrating how their solution would stop Goldilocks and other intruders. On the lined paper, have the students write a short paragraph describing the action plan for their solution (15 minutes).

EXTENSION: After the students have finished helping the Three Bears with their problem, they can move on by helping other fairy tale characters with their problems. How might Little Red Riding Hood solve

the problem of the pesky wolf without having to seek the help of the woodcutter? How might Jack improve his financial lot without having to steal from or slay the giant?

Closure:

Review with the students the three elements of problem solving: 1) identifying the problem; 2) producing ideas; and 3) evaluating and implementing solutions. Relate these elements back to Goldilocks and the Three Bears. (5 Minutes).

Announcements:

Inform the students that they will be practicing these concepts in a homework assignment that the teacher will hand out. Teacher should announce the purpose of the homework, the requirements, the grading of the homework, and when the homework is due.

Homework:

Provide students with a handout of a short story selected by the teacher based on the general interest and reading levels of the students. On the handout, students must first write the 5 W and 1 H questions. Then, they are to fill in the answers to those questions from reading the story. The purpose of this assignment is to provide students with additional practice with these specific concepts (i.e. knowing the 5 W's + 1 H, extracting information from text). The total assignment will be worth 12 points; however, students will be able to correct mistakes for points to encourage mastery. The assignment will be due the following day.

Informal Evaluation:

This should be done throughout the lesson by assessing student participation during the discussion of the fairy tale. Teacher should note from discussion the number of ideas (solutions) students contributed to help solve the bears' problem. Teacher can also evaluate the drawings and paragraphs completed for quality and understanding of the problem-solving concepts. Once students learn creative-problem solving, they can use it to confront problems outside of the classroom.

## Lesson Plan Analysis – Secondary Lesson Plan

Introduction to Japan and Japanese Culture

Author: Pat Teacher

Audience: Grade 9 – World History

### Prior Knowledge Needed

- Students have a general knowledge of geography (i.e. location of continents, oceans, etc.).

### State Standards

- World History 11.2
- World History 11.3
- World History 11.7
- World History 11.8

### Lesson Objectives

- Introduce students to Japanese culture and history
- Allow students to interact with Japanese artifacts
- Create an appreciation for Japanese culture

### Materials Needed

- Map of the World, Southeast Asia, & Japan
- Kimonos
- Chopsticks
- Crumpled pieces of paper
- Kanji Scrolls
- Tea Set
- Japanese word list
- Japanese crossword puzzle
- Japanese music CD/CD player

### Anticipatory Set:

Have Japanese music playing when students enter the classroom with the tea set sitting prominently in the front of the room on the floor. Have desks pushed out of the way and instruct students to sit on the floor in a semi-circle around the tea set. In front of each student will be a pair of chopsticks and some crumpled up pieces of paper. Teacher could be dressed in Japanese clothing prior to joining the circle. Allow students to exchange ideas and comments about the arrangement before starting the lesson (5 minutes).

### Development/Procedures:

1. To begin the lesson, ask the students what they know about Japan and the Japanese people. Write the list on the board (5 minutes).
2. Show the location of southeast Asia on the world map
3. Show the location of Japan on the Southeast Asia map
4. Point out the major geographical and urban features on the Japan map (#2 - #4: 5 minutes)
5. Show the students the Kimono and ask students for ideas (i.e. What is it called? Why is it significant to Japanese culture?). Have students try on Kimonos and explain the significance of the Kimono (5 minutes).
6. Show the students the tea set and explain how it was used (5 minutes).
7. Show the students the Chopsticks and demonstrate how to use them by picking up the crumpled pieces of paper. Have the students try to use the Chopsticks and pick up the crumpled pieces of paper (5 minutes).
8. Show Kanji scrolls and explain the concept of ideograms (5 minutes).

9. Hand out the Japanese word list and help students to pronounce the words. Have students try to carry on a conversation in Japanese using the word list. Have students learn to count in Japanese by counting exercises such as jumping jacks and toe touches (5 minutes).
10. Handout the homework assignment while giving announcements and closing the activity (10 minutes).

#### Alternate Activity

- Have students try doing calligraphy by copying the Kanji from the scrolls

#### Closure:

Review with the students the main concepts covered about Japan and the Japanese culture (i.e. key artifacts and words) by asking leading questions (i.e. Where is Japan located on the map? What is a Kimono?).

#### Announcements:

Inform the students that they will be reviewing these concepts in a homework assignment that the teacher will hand out. Teacher should announce the purpose of the homework, the requirements, the grading of the homework, and when the homework is due. Teacher will also announce that there will be quiz over today's lesson the next day that will be worth 10 points.

#### Homework:

Provide students with a Japanese crossword puzzle handout. Students must complete the puzzle by figuring out the answer to the clues which were covered in class. The purpose of this assignment is to provide students with a review of the concepts learned in the lesson. The assignment will be graded for completion (i.e. complete, incomplete). The assignment will be due the following day.

#### Formal Assessment - Quiz

Students will be given five minutes to complete this quiz the day after the lesson has been taught. Students will need to be given the quiz sheet and a pencil to mark their answers.

#### Quiz – Answer Key

- |      |       |
|------|-------|
| 1) A | 6) C  |
| 2) B | 7) E  |
| 3) C | 8) B  |
| 4) A | 9) A  |
| 5) C | 10) D |

#### Quiz – Rubric

The quiz is worth 10 points and students will receive one point for each correct answer on the quiz.

### Japan Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Instructions

Please complete the quiz by marking the correct answer on this form. Each question is worth 1 point (Total possible points = 10).

#### Multiple Choice:

Circle the correct answer for each item.

- 1) What is a kimono?
  - a. A piece of clothing
  - b. A dish with rice and fish
  - c. A weapon
  
- 2) What is Kanji?
  - a. The Japanese national religion
  - b. A type of writing using ideograms
  - c. A Japanese martial art
  
- 3) What is the Japanese word for "thanks"?
  - a. Ohio
  - b. Kishakawa
  - c. Domo
  
- 4) On what continent is Japan located?
  - a. Asia
  - b. Australia
  - c. Africa
  
- 5) What is the capital of Japan?
  - a. Beijing
  - b. Hiroshima
  - c. Tokyo

#### Matching:

For each item on the left, draw a line to the corresponding idea in the right column.

- |          |         |
|----------|---------|
| 6) One   | a. Shi  |
| 7) Two   | b. San  |
| 8) Three | c. Ichi |
| 9) Four  | d. Go   |
| 10) Five | e. Ni   |

## Lesson Plan Design Instructions

### Purpose

Developing lesson plans is a fundamental skill for educators. Good lesson plans are a precursor to superior instruction. This assignment is designed to provide you with practice in creating and developing lesson plans and to give you an opportunity to demonstrate your mastery of the subject. This is also your [TaskStream](#) artifact for Block II. This assignment will become part of your portfolio that may be viewed by school districts as an example of your work and abilities.

Keep in mind this is a comprehensive assignment. Not all lesson plans will require a homework assignment or formal assessment however many lessons will use these elements and for the purposes of this assignment you must create a homework assignment and formal assessment to compliment the lesson plan.

### Requirements

Write a lesson plan appropriate to your grade level/subject. The lesson plan should include an information block with the author's name, target audience, previous knowledge assumptions, and time requirements. The lesson plan should also include a description of the materials and preparation needed for the class, the state or national standards being taught, (include the reference number and descriptor), and lesson objectives stated in behavioral terms.

Elements directly involving students, such as the anticipatory set, instruction, application, closure, and announcements/foreshadowing should include an estimated time for presentation. A copy of all supporting materials (i.e. handouts, PowerPoint presentation) should be included with the lesson plan.

The assignment should include a homework assignment that supports the lesson objectives. There should be an instruction sheet which outlines the purpose, requirements, and grading for the homework. There should also be an answer key, a rubric, and an example of a completed homework assignment.

The final part of this assignment is a formal assessment of the lesson objectives (i.e. a quiz, paper, or project) including an answer key (if appropriate) and a grading rubric.

After the graded copy of this assignment has been returned, you will need to correct any errors and post the assignment to [TaskStream](#) as part of your portfolio.

### Grading

This assignment is worth 55 points and must be posted to your portfolio on [TaskStream](#). This is a comprehensive assignment with many elements. Please see the rubric for specific grading criteria. **NOTE: Submission of a lesson plan already submitted for another course or of work that is not your own will result in a zero for this assignment. You may *selectively* (in a limited way) incorporate ideas from curriculum resources in print or on the Internet but you must fully and clearly credit the source. See your instructor if you have questions about acceptable / unacceptable use of resources.**

**Lesson Plan Design Rubric**

<i>Section</i>	<i>Criteria</i>	<i>Points</i>	<i>Score</i>
Assignment Cover Sheet	1 point: Cover sheet is present and completed ½ point: Cover sheet is present but some information is missing or not highlighted	1	
Lesson: Information Block	1 point: for each element present: author's name, target audience, lesson topic, total time required	4	
Lesson: Prior Knowledge Required	2 points: Description of lesson assumptions about prior knowledge is present 1 point: Present but incomplete	2	
Lesson: Teacher Preparation	2 points: Description of advance preparation needed to get ready for this topic/lesson. 1 point: Present but incomplete	2	
Materials Required	2 points: List of materials needed for the lesson is included. 1 point: Present but incomplete	2	
Lesson: State or National Standards	4 points: Designation and description for each standard is present 1-3 points: Present but incomplete	4	
Lesson: Lesson Objectives	3 points: Clear objective(s) written in behavioral terms 2 points: Clear objectives present but not stated in behavioral terms 1 point: Present but vague and/or unclear	3	
Lesson: Previous Learning	2 points: Previous learning (e.g., "Yesterday the students worked on... Today we examine that from another perspective by...") is presented in order to show how it is connected to current lesson. 1 point: Present but incomplete	2	
Lesson: Anticipatory Set	2 points: anticipatory set for current lesson is present at the beginning of the instruction 1 point: Present but incomplete	2	
Lesson: Instruction	5 points: Instruction is clearly outlined (2), age-appropriate (1), and is designed to engage students (2)	5	
Lesson: Application	3 points: Activity is appropriate, practical, and clearly tied to lesson objectives 1 point: Activity is functional but difficult to implement or is not clearly tied to objectives	3	
Lesson: Closure/ Foreshadowing	2 points: Closure reinforces lesson objectives and includes foreshadowing as it transitions into next lesson 1 point: Closure establishes the end of the lesson	2	
Lesson: Announcements	1 point: announcements (homework, upcoming assessment)	1	
Lesson: Timing	2 points: Realistic time estimates for anticipatory set, each activity in instruction and application, closure, and announcements are included 1 point: Time estimates are included but seem unrealistic	2	

Lesson: Supporting Materials	2 points: All supporting materials are included such as handouts or worksheets 1 point: Some of the necessary supporting materials are missing	2	
Lesson Overall:	2 points: Lesson is well written, clear, and easy to follow 1 point: Lesson is usable and complete	2	
Homework (for practice): Instructions	3 points: 1 pt for each element present: purpose, requirements, grading 1-2 points: Elements missing or unclear	3	
Homework: Rubric and/or answer key	3 points: A rubric and/or answer key for the homework assignment is included (appropriate to what the assignment involves) 1-2 point: Present but incomplete or unclear	3	
Homework: Example	1 point: Example is included and complete	1	
Homework: Overall	2 points: Homework is well written, clear, and easy to follow 1 point: Homework is usable and complete	2	
Formal Assessment: In-class activity	4 points: Assessment is well written, clear, and easy to follow 2 points: Assessment is usable but needs improvement	4	
Formal Assessment: Rubric	2 points: A rubric for the formal assessment is included 1 point: Present but incomplete or unclear	2	
Assignment Rubric	Attached to assignment (these two pages)	1	
Spelling, grammar, and punctuation	1-2 errors, minus 1 point 3-4 errors, minus 2 points 5+ errors, minus 3 points		
Total		55	

Comments:

### Lesson Plan Design Examples

It would be difficult to provide an example of a good lesson plan for each subject area, grade, and topic likely to be experienced in the block. Good lesson plans require a great deal of creativity, pedagogical understanding, and technical knowledge. The best examples you will find will be from your own area.

### Brochure Project Instructions

#### Purpose

The Brochure Project is one of the largest assignments in recitation. It is a group oriented project requiring cooperation between group members to create and present the information. In keeping with good pedagogical practice, the assessment of the assignment will be broken down into three parts to help students manage their time and effort.

Part 1: Annotated Bibliography

Part 2: Creation of brochure itself

Part 3: Class presentation on brochure topic

**Requirements**

The class will be divided into six groups and each group will be assigned a topic. The groups will then work together to do research, create a brochure providing information to teachers about their topic, and then present their information to the class. The following topics have been chosen because they represent common issues in classrooms. While other topics will come up during your career, for the purposes of this assignment and consistency in the curriculum, we will use these common topics.

The topics for the Brochures project are:

- ADHD/ADD
- Autism/Asperger's Syndrome
- Child Abuse & Neglect
- Emotional Disabilities
- Gifted and Talented
- Learning Disabilities
- Visual / Hearing Impairments

**Grading**

This project is worth a total of 50 points. It will be graded in three sections. Each section has its own instructions and rubric. Part of the grade for this project will be based on individual work and the rest of the grade will be based on group work. To encourage active participation by all group members, part of the individual grade will be based on peer evaluations.

## **Annotated Bibliography Instructions**

### **Purpose**

Good teaching begins with knowledge and organization and in the future, you will likely be asked to teach a topic for which you are not well prepared. The ability to research and present a topic is very useful in teaching and this assignment is designed to help you practice those skills.

### **Requirements**

Each individual will develop his/her own annotated bibliography in APA format presenting resource materials that could potentially be used to create the brochure. An annotated bibliography is a list of citations of books, articles, websites, or documents, in which each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, known as the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Write a concise annotation that summarizes the central theme and scope of the article, curriculum resource, or website. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic. Please include the name of topic at the top of the annotated bibliography.

Resources must include:

- Two journal articles from peer reviewed journals. Journal articles are not articles from magazines or ERIC Clearinghouse. e.g., Good Housekeeping, Ebony, Cosmopolitan, Life; ERIC; or government guides. See your Recitation leader if you need help in identifying journal articles.
- Two references for curriculum resources for teachers. These may be videos, workbooks, worksheets, textbooks, games, flashcards, picture sets, etc.; anything a teacher might use to supplement a lesson about your brochure topic.
- Two references for websites that teachers could access to find additional information about your brochure topic.

*Note: Information on using APA style can be found at Purdue Online Writing Lab ([owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)).*

### **Grading**

This assignment is the first part of the brochure project. It is worth 10 points and is graded on an individual basis. Please refer to the rubric for specific grading criteria.

**Annotated Bibliography Rubric**

<i>Section</i>	<i>Criteria</i>	<i>Points</i>	<i>Score</i>
Assignment Cover Sheet	1 point: Cover sheet is present and completed ½ point: Cover sheet is present but some information is missing or not highlighted	1	
APA Formatting	2 points: Each entry is in appropriate APA format 1 point: up to 2 APA formatting errors 0 points: 3 or more APA formatting errors	2	
Annotated Bibliography – 2 Professional Journals	1 point: For each appropriate resource listed with an appropriate annotation ½ point: Resource is listed but is incomplete	2	
Annotated Bibliography - 2 Curriculum Resources	1 point: For each appropriate resource listed with an appropriate annotation ½ point: Resource is listed but is incomplete	2	
Annotated Bibliography – 2 Websites	1 point: For each appropriate resource listed with an appropriate annotation ½ point: Resource is listed but is incomplete	2	
Assignment Rubric	1 point (this sheet)	1	
Formatting, spelling, grammar, and punctuation (includes APA formatting)	1-2 errors, minus 1 point 3-4 errors, minus 2 points 5 + errors, minus 3 points		
Total		10	

Comments:

## Annotated Bibliography Example

Topic – Drug and Alcohol Abuse

### Professional Journals

Barth, W. G., & Cabot, T. J. (2005). Efficacy of early intervention in the prevention of drug abuse among teens and pre-teens. *Educational Psychology and Practice*, 14(3), 27-29.

This article describes the effectiveness of early detection and intervention for drug abuse. It details signs of drug use among teens and pre-teens and it provides a program for preventing use. The list of pre-drug involvement indicators is very useful for teachers and is relatively easy to implement in a classroom setting. There are two problems with the list of indicators; first, many of the indicators are outside the scope of a typical teacher's knowledge about a particular student. The second issue is that there are a wide variety of indicators and they occur in many different combinations making it more difficult to achieve a definitive diagnosis. While the article provides good guidelines for indicators that students may become involved in drug abuse, program of intervention is beyond the scope and resources of the typical teacher. The article does not address how to deal with students who are already involved in drug abuse.

Johnson, K. J. (2004). Alcohol and teens: Too quick and too easy. *Journal of School Psychology*, 24, 415-424.

The author conducted an extensive survey of how and when teens obtain alcohol. The first part of the article is not very useful as it is basically a litany of all the reasons why teens should not get involved with alcohol and at points it deviates from objective research to moralist preaching. The second part of the article is much more useful. The results of the author's survey show where and when it is easiest for teens to get involved in illegal drinking. This list provides parents and educators with an opportunity to keep teens away from these opportunities and to be aware if teens are gravitating to places where alcohol could be obtained or consumed. While some of the situations are obvious, there were at least a few that would probably surprise and concern parents and teachers.

### Curriculum Resources

MacKerney, B. J. & Wilson, R. M., (2003). *Working with Difficult Students*. New York: Cedar Hill.

This book has suggestions for teachers who are working with students who have a variety of problems. It discusses behavioral issues and it includes ways to modify lessons and assignments for students who are having trouble in a traditional classroom. The section on modifying lesson presentations is particularly useful as is the section on keeping students engaged. The book does seem to assume a lower number of students in a classroom than is typical and many of the suggestions would be best used in a one-on-one situation however, the general principals seem to apply to all classrooms. The author's each have over twenty-five years of experience in education and the book includes many examples. The book is humorous, easy to read, and contains a number of references. It also includes a list of websites that could be helpful to teachers and a listserv address for professional discussion.

Ogleby, A. C. (2005). Modifying Lesson Plans. In Johnston, P. W. (Ed.), *Adapting classrooms for troubled students* (pp. 227-298). Capstown, IL: Stoneridge Press.

This excellent chapter directly addresses the issues facing teacher's in a classroom. While it does not directly address the issue of drug and alcohol abuse it has many suggestions and examples for how to create or modify lesson plans and classroom activities for students who suffer from various conditions. Many of the symptoms addressed in the chapter are also symptoms of substance abusers and the suggesting modifications could be very useful. One nice approach used in this book is that uses several examples where a specific lesson plan is presented and then modified depending on the situation. This

provides a good example for teachers who adapting their existing lesson plans for new and difficult situations. This book includes a wonderful list of references for teachers including books, websites, videos, and listservs. The author also does a nice job of presenting technical information in an easily understandable and humorous fashion making this a very readable chapter.

### **Websites**

Indianapolis Public Health Agency Task Force on Drug and Alcohol Abuse. (n.d.). *Dealing with alcohol and drug abuse: A practical guide*. Retrieved November 15, 2007, from <http://www.indianapolis.gov/PublicHealth/Alcohol&Drug/Guide.htm>

This guide provides information on how to deal with people who are abusing drugs and alcohol. While primarily intended for people who are related to or living with the abuser, it also has several helpful suggestions for dealing with students who are abusing alcohol or drugs. In particular, it provides recommendations for how to treat the person so that you are sympathetic and kind without enabling the behavior. While many of the suggestions are not applicable for the classroom, the section on day-to-day interaction could benefit educators and parents. The website also contains a short list of signs that a person may be abusing drugs or alcohol. While this list is not comprehensive, it does provide a basis for a teacher to watch for signs of alcohol or drug abuse among students.

Teacher's Corner: A Collection of Practical Advice. (2004, September 12). Dealing with drugs in the classroom. Retrieved November 16, 2007, from <http://www.teacherscorner.org/classroom/drugs.htm>

This is a very practical website designed by teachers for teachers. It has two sections, first how to spot indications that students are selling or using drugs and second, how to "drug-proof" your classroom. Both sections are useful but fail to address the issue of legal drugs (i.e. aspirin, ibuprofen). Following this advice, a teacher could observe legal activities and reach the conclusion that illegal drugs are being used in the classroom. The "drug-proofing" section suffers from the same issue. It seems that to address the issue of illegal drugs that the site suggests that all drugs must be banned which means sending a student to the school health facility for every thing from a cough drop to a breath mint. This site, while well intended, illustrates one of the problems with addressing social issues inside the classroom. It is almost impossible to address the issues without reducing student rights and autonomy, which in turn breeds resentment among students.

## Brochure Instructions

### Purpose

Creating the brochure will provide you with experience in working with other professionals and in presenting technical information to your peers. While the major focus of teaching involves interaction with students, an important part of the profession involves interacting with and presenting information to parents, colleagues, and administrators. This assignment is designed to help you begin building the skills to conduct and present yourself professionally.

### Requirements

Your brochure should be designed in a polished, professional manner. Consider how the use of color, photos, clip art, and font choices can enhance its appearance. The content of the brochure should be well organized and should include the following components:

- Five characteristics of the brochure topic (e.g., definitions, symptoms, etc.)
- Five methods for adapting instruction (e.g., tape record instead of write)
- Five strategies for handling a student affected by the chosen topic (e.g., allow a student to draw how they feel or what happened versus discussing it.)
- Three useful websites (these should be selected from the annotated bibliographies that were created by each group member)

You should a copy of your brochure for each person in Recitation. A cover sheet, with every group member's name, a copy of the brochure, and the brochure rubric will be due on the first day of brochure presentations. This assignment is due the first day of presentations for Recitation whether your group presents on the first day of presentations or not.

### Grading

This assignment is the second part of the brochure project. It is worth 25 points and is graded on a group basis. Please refer to the rubric for specific grading criteria.

### Brochure Rubric

<i>Item</i>	<i>Criteria</i>	<i>Points</i>	<i>Score</i>
Assignment Cover Sheet	1 point: Cover sheet is present and completed ½ point: Cover sheet is present but some information is missing or not highlighted	1	
Title	1 point: Brochure subject is located on the front of the brochure and is clear ½ point: Title is included but does not stand out or is not on the front of the brochure	1	
Characteristics	1 point for each correct characteristic	5	
Adapting Instruction	1 point for each correct method	5	
Strategies for Handling Students	1 point for each correct method	5	
Websites	1 point for each appropriate website listed	3	
Design	1 point: Brochure is well designed, easy to read, and aesthetically appealing	1	
Organization	1 point: Brochure is well organized and easy to follow	1	
Formatting	1 point: Brochure has consistent formatting	1	
Graphics	1 point: Brochure has well-placed and relevant graphics	1	
Assignment Rubric	1 point if this sheet is included with Brochure	1	
Formatting, spelling, grammar, and punctuation	1-2 errors, minus 1 point 3-4 errors, minus 2 points 5 + errors, minus 3 points		
Total		25	

### Brochure Examples

This is a creative project and as such, any single example could overly restrict potentially innovative and instructive ideas. To avoid restricting group creativity, several examples of brochures are provided in the Technology Resources Center ([www.trc.purdue.edu](http://www.trc.purdue.edu)) located in Beering Hall room 3287.

### Brochure Presentation / Peer Evaluation Instructions

#### Purpose

Presentation skills are very important to teaching. Improving any skill is dependent on critical self-assessment. This assignment is intended to help you improve your presentation and critical reflection skills.

**Requirements**

Your group will have approximately 10 minutes to present what you have learned about your topic to the class. You should divide the responsibilities for this presentation among the group members. Each group member should have PowerPoint slides to support their presentation. The slides should contain main ideas and graphics which enhance or support the information being presented. The slides for the entire group should be combined into one presentation.

Each student will complete a [GROUP MEMBER Evaluation Form](#). This will demonstrate your ability to reflect on the process of working with other people.

This assignment must be completed individually and is due for everyone on the first day of brochure presentations. This assignment is due the first day of presentations for Recitation whether your group presents on the first day of presentations or not. The assignment should include the cover sheet, the peer evaluation form, and the rubric for the assignment.

**Grading**

This assignment is the third and final part of the brochure project. It is worth 15 points and is graded on an individual basis. Part of the grade will be based on the peer evaluations received from your group. Please refer to the rubric for specific grading criteria.

### BROCHURE and PRESENTATION Peer Evaluation Form

Date: \_\_\_\_\_ Session Time: \_\_\_\_\_ Brochure Topic: \_\_\_\_\_

<b>Brochure</b>					
Item	Poor	Acceptable	Good	Excellent	Superior
Title and topic clear and easy to read					
Graphics are appropriate and relevant					
Information is clear and easy to follow					
The brochure provides basic information					
The brochure provides clear references to where to find more information					

<b>Presentation</b>					
Item	Poor	Acceptable	Good	Excellent	Superior
Presenter were loud enough and spoke clearly					
The presentation was presented in logical order and was easy to follow					
The slide texts were relevant and supported the presentation					
The slide graphics were relevant and supported the presentation					
The slides were easy to read and follow					

Strengths:

Ways to improve:

Date: \_\_\_\_\_ Session Time: \_\_\_\_\_ Brochure Topic: \_\_\_\_\_

<b>Brochure</b>					
Item	Poor	Acceptable	Good	Excellent	Superior
Title and topic clear and easy to read					
Graphics are appropriate and relevant					
Information is clear and easy to follow					
The brochure provides basic information					
The brochure provides clear references to where to find more information					

<b>Presentation</b>					
Item	Poor	Acceptable	Good	Excellent	Superior
Presenter were loud enough and spoke clearly					
The presentation was presented in logical order and was easy to follow					
The slide texts were relevant and supported the presentation					
The slide graphics were relevant and supported the presentation					
The slides were easy to read and follow					

Strengths:

Ways to improve:

## GROUP MEMBER Evaluation Form

Name: \_\_\_\_\_ Brochure Topic: \_\_\_\_\_

In group work, it is very important that all group members participate, share ideas and evenly distribute the workload. Please list each member of your brochure group (including yourself) in the spaces below. Provide both first and last names. After each member's name, score that person on each of the items using the scale of (1) rarely - (5) almost always. These results will be used to adjust individual grades for this assignment. Print this out, complete it, and include it with your rubric and cover sheet.

Group Member: \_\_\_\_\_

Was present for all in-class or out-of-class meetings	1 2 3 4 5
Was cooperative and helpful in achieving group goals	1 2 3 4 5
Was able to stay on task and encourage others to do so	1 2 3 4 5
Was encouraging and supportive of other's ideas	1 2 3 4 5
Made a significant contribution to the data collection and brochure	1 2 3 4 5

Group Member: \_\_\_\_\_

Was present for all in-class or out-of-class meetings	1 2 3 4 5
Was cooperative and helpful in achieving group goals	1 2 3 4 5
Was able to stay on task and encourage others to do so	1 2 3 4 5
Was encouraging and supportive of other's ideas	1 2 3 4 5
Made a significant contribution to the data collection and brochure	1 2 3 4 5

Group Member: \_\_\_\_\_

Was present for all in-class or out-of-class meetings	1 2 3 4 5
Was cooperative and helpful in achieving group goals	1 2 3 4 5
Was able to stay on task and encourage others to do so	1 2 3 4 5
Was encouraging and supportive of other's ideas	1 2 3 4 5
Made a significant contribution to the data collection and brochure	1 2 3 4 5

Group Member: \_\_\_\_\_

Was present for all in-class or out-of-class meetings	1 2 3 4 5
Was cooperative and helpful in achieving group goals	1 2 3 4 5
Was able to stay on task and encourage others to do so	1 2 3 4 5
Was encouraging and supportive of other's ideas	1 2 3 4 5
Made a significant contribution to the data collection and brochure	1 2 3 4 5

## Teaching Log / TIP Reflection Instructions

### Purpose

This assignment is designed to help you develop and practice skills related to professional reflection. Professional reflection will help you improve your teaching and provide you with a method for assessing your own professional progress. Being critically reflective has been shown to improve teaching and student learning. It is a good professional habit to develop and will help you progress more rapidly. More information can be found in:

Brookfield, S. (1995). *Becoming a critically reflective teacher*. New York, Jossey-Bass.

### **Requirements**

The assignment consists of two parts. The first part is the teaching log. A teaching log is a daily written reflection of your activities, perceptions, and thoughts. For each TIP visit, you should complete a log entry (see attached example) consisting of one or two paragraphs describing that day's classroom activities and your thoughts and reactions to the events of the day. The entries into the log are informal and should be written from a personal perspective. Appropriate spelling, grammar, and punctuation, while beneficial, are not required for log entries.

The second part of this assignment consists of a short formal essay (approximately 1,500 words) summarizing your TIP experience and explaining what you have learned from the experience. The essay should consist of five sections, a brief overall summary of the TIP experience, an analysis of your small group experience, an analysis of your large group experience, an overall analysis of the TIP experience, and a concise discussion of the deficiencies in your instruction and how you intend to improve. Each improvement idea should include a plan for how you intend to improve. The essay should be single-spaced and written with appropriate grammar, spelling, and punctuation.

### **Grading**

This assignment is worth 16 points. Please refer to the rubric for specific grading criteria.

## Teaching Log / TIP Reflection Rubric

Points are awarded for each section if all listed requirements are met.

<i>Section</i>	<i>Requirements</i>	<i>Points</i>	<i>Score</i>
Assignment Cover Sheet	1 point: Cover sheet is present and completed ½ point: Cover sheet is present but some information is missing or not highlighted	1	
Log entries	1 point: for each correct entry up to seven points Each entry should include <ul style="list-style-type: none"> <li>- date (visit number is not acceptable)</li> <li>- minimum of one paragraph of three lines</li> <li>- brief description of activities</li> <li>- personal thoughts on the activities</li> </ul> ½ point: for each entry if entry is present but some information is missing <i>Note: Grammar, spelling, and punctuation are not graded for these entries</i>	7	
TIP Reflection: Length	1 point: word count between 1,400 and 1,600 words	1	
TIP Reflection: Summary	1 point: if TIP experience is summarized	1	
TIP Reflection: Small Group Analysis	1 point: if small group experience is summarized and analyzed	1	
TIP Reflection: Large Lesson Analysis	1 point: if large group experience is summarized and analyzed	1	
TIP Reflection: Over all Analysis	1 point: if TIP experience is analyzed in a reflective way	1	
TIP Reflection: Improvement	1 point: for each improvement listed with a self-improvement plan	2	
Assignment Rubric	Attached to assignment (this sheet)	1	
Spelling, grammar, and punctuation	(This only applies to the TIP Reflection) 1-2 errors, minus 1 point 3-4 errors, minus 2 points 5+ errors, minus 3 points		
Total		16	

## Teaching Log Example

### Teaching Log for Patricia Student

Cooperating Teacher:  
Ms. Joan Educator  
Five Star Middle School

September 18, 2009

First day of TIP, met Ms. Smith and discussed my class requirements and the students. I will be working with juniors and seniors in a regular class. We have one student that has ADHD during period three. Period four has seven students who failed the ISTEP last year. Ms. Smith was very nice and offered to let me do my small group activity in two weeks. Overall, the day went very well and my TIP Supervisor complimented me on being professionally dressed and for wearing my name tag. Being professionally dressed also helped make me stand out from the students. I am off to a good start and am looking forward to the next week.

September 25, 2009

I spent the day observing class. Period three was a lecture and our student with ADHD was mostly well behaved though he did get a little fidgety from time to time. Ms. Smith has him sitting near the front and stood next to him whenever he got restless. This generally worked but she had to speak to him twice during the period. Fourth period was better behaved but mostly because they were apathetic. Ms. Smith had to constantly try to get them focused because they were not paying much attention. She tried a cooperative learning exercise at the beginning of class but not very many students wanted to participate so she made them form a circle and discuss the material as a class. This helped some but there were still a lot of people who were not participating.

October 2, 2009

I did my small group activity twice today. During third period I worked with a group of students to review for an upcoming test. Ms. Smith gave me a review sheet and it was pretty simple to go over the material. The students were well behaved and I got to know them a little better. I really liked it. Fourth period was more of a challenge. Ms. Smith made sure to divide up the students who failed the ISTEP (without being obvious about it) so they would not all end up in the same group. My group behaved okay but they did not want to work on the material and I had trouble motivating them. How do you get students to study when they do not care? At least two of them knew they were failing the class and did not want to expend any effort at all to study. I left feeling a little frustrated especially after things went so well during third period.

October 9, 2009

We went to the computer lab today and I cannot believe how rowdy the students were. Ms. Smith said the periods were shortened today for a pep rally and the change in schedule made the students restless. Jimmy (the ADHD student) was particularly charged up today and had a lot of problems focusing on the lesson. Ms. Smith finally asked me to sit and help him. I tried but he refused to cooperate. I felt like a failure but Ms. Smith assured me that Jimmy was enough to drive any teacher crazy and I did fine. Fourth period actually went pretty well since the students were already keyed up they paid more attention than usual. I was at the school for part of fifth period because of the schedule change and that is Ms. Smith's prep so we were able to sit and talk for a while. It was nice having some quiet time to discuss teaching without the students around needing attention. I got to see how Ms. Smith plans her lesson ahead of time and got some suggestion for my large group activity which I will do next week.

October 16, 2009

Wow! This teaching stuff is harder than it looks. I was a little nervous before I started the lesson but I felt like I was well prepared and had lots of material. I ended up talking too fast and there was time left at the end of third period. I covered up by asking review questions but I really went over the material too quickly and it showed when I asked students questions. Jimmy was absent today so I did not have to worry about keeping him focused. Ms. Smith talked to me between classes and said I did fine; I just need to slow down and focus more on the

students. I did a better job during fourth period but I could not keep the student's attention. They kept drifting off and even when I asked them questions directly I got very little response and while I was talking to one student all the rest would zone out. I asked Ms. Smith about this and she suggested I used more graphics in my PowerPoint and that I more directly involve the students by not using lecture for the whole period. A rough day but I think I learned a lot.

October 23, 2009

We went to the computer lab today and helped the students work on their papers. I walked around answering questions and providing suggestions. I had to sit with Jimmy for about 10 minutes to get him started but he did okay once we had him going on his topic. I noticed Ms. Smith always seemed to keep her eye on him. Fourth period was more of a struggle but it still went pretty well. The students were still apathetic but at least they did some work. I felt like I made a real difference by helping students get their ideas organized and showing them how to look up information. I felt like a real teacher today and the time flew by. I wish everyday went this well.

October 30, 2009

Apparently, the full moon and being so close to Halloween was having an effect today. Ms. Smith let me teach part of the lesson and third period was very restless, especially Jimmy. He literally got out of his seat while I was teaching and started wandering around! I could see Ms. Smith watching me to see how I would handle the situation. I tried to be nice and asked Jimmie to return to his seat and focus on the lesson. He argued with me and I started to argue back but then I remembered that you are never to argue with a student so I told him he had a choice, he could resume his seat and continue with the rest of the class, or I would ask Ms. Smith to deal with him. He tried to argue some more but I told him one or the other and he had to decide right then. He took his seat and did not give me any more problems but he disrupted my part of the lesson and I ran short of time. Ms. Smith said I handled it appropriately but it does not seem fair that one student can disrupt the whole class like that and not suffer any consequences. Fourth period went fine but again it was difficult to keep the student's attention. It was a little better than it has been so maybe I am getting better at this.

November 6, 2009

I did an extra visit since I had time and I feel like I am learning a lot. Ms. Smith was very nice to me and went over my final evaluation. She even asked me back to do my student teaching! I said goodbye to the students and three of them come up to tell me they would miss me and they thought I did a good job. I was somewhat bored watching Ms. Smith teach, I wanted to be up there doing it myself. Jimmy was restless again today and I noticed that Ms. Smith spent most of the period standing close to him; this seemed to help but did not entirely solve the problem. It is nice to know that Jimmy was not just a problem for me. Fourth period was interesting because they had a group discussion and the students got into it. Even some of the ones who are usually quite spoke up and it was nice to see some participation for a change. Figures they would start livening up just as I am leaving.

## TIP Reflection Example

### TIP Reflection

Patricia Student  
April 28, 2009  
(1,506 words)

Cooperating Teacher:  
Ms. Joan Educator  
Five Star Middle School

### Summary

My TIP experience consisted of interacting with a third and fourth period regular history class at Boilermaker High School in West Lafayette, Indiana. I made eight visits of two hours each during the fall semester. My supervising teacher was Ms. Smith who has been teaching there for thirteen years. During my experience, I interacted with the class by meeting with small groups of students, providing one-on-one guidance in the computer lab, and by teaching the classroom lesson.

My small group exercise consisted of helping student review for an upcoming test. The computer lab experience involved helping students research and organize their ideas for an essay on 19<sup>th</sup> century inventions. I taught two lesson plans to the class. The first took the entire class period and was presented as a lecture followed by a Socratic seminar on the social changes brought about by the industrial revolution. The second lesson plan was twenty minutes long and was a cooperative learning exercise on manufacturing processes.

### Small Group Analysis

The small group exercise went pretty well though I had some trouble keeping all the students focuses and motivated. The group size was six to seven students, which is larger than we were told to use in our education classes. The larger group size made it easier for some students not to participate and I had to engage them to get any response at all. It was also difficult to engage all seven students at once without making it seem like I was lecturing.

The one on one atmosphere of the computer lab went very well for me. I felt like I actually helped individual students make progress on their work and showed them easier ways to accomplished what they wanted to do. It was especially gratifying to see students getting results by doing on their own what I had taught them a few minutes earlier. While this was a positive experience for me, and beneficial to the students, I was only able to spend so much concentrated time with individual students because Ms. Smith was in the room and taking care of the overall classroom management. This would be harder to do with only one teacher in the room.

### Large Group Analysis

Doing the large group lesson plans was more difficult than I expected. My pacing and time management were off, especially the first time. I had too much time left at the end of the period and I did not have a prepared plan for what to do. The actually presenting of material was not too bad but I failed to keep all the students engaged, especially during the lecture. I was so concerned about making a mistake in my presentation that most of my focus was on me when it should have been on the students.

I videotaped my large lesson presentation and this turned out to be both useful and painful. Watching the videotape made me cringe. My eyes were clearly focused on the presentation instead of the students and I seemed more concerned with my PowerPoint slides that I did interacting with the students. At one point, a student held her hand up for over a minute then gave up when I never noticed. Watching the video it became clear that I need to pay more attention to the class, ask more questions and ask for more discussion. Watching myself reminded me of my high school geometry teacher who I felt ignored students and whose class I hated. I never want to be that kind of teacher.

The one positive thing I noticed in watching the videotape is that I did interact well with students when they asked questions. I gave good answers and I asked the students to explain to me their understanding of the answer rather than just asking if they understood. I also remembered to praise the students for asking good questions. I think this lesson would have been more successful as a series of questions and answers rather than a lecture/presentation.

The Socratic Seminar part of the class went okay but I think it takes awhile for the students to get used to this format as it went much better in the class I observed last semester. I explained how the seminar worked and

then I presented some questions for group discussion. A couple of the questions failed to generate any discussion but overall they did discuss the issues I brought up. I had to spend more time keeping them on topic than I liked and I had to pull people into the conversation but I can see how this would be a useful technique if you have time to train the class and the time in the curriculum to use this method.

### **Overall Analysis**

The major problem I ran into was classroom management. I failed to notice some problems developing in the classroom as I was teaching. If I had noticed, I could have corrected the problem easily but instead I ended up dealing with a larger, more disruptive issue. Part of the problem is that I am not sure what I should ignore and what I need to address immediately. I am sure I will get better at this with time and experience.

My biggest challenge in classroom management was dealing with the student who has ADHD and heading off inappropriate behavior. The student did display cues that, if I had known what I was doing, would have signaled me that trouble was coming. My lack of understanding of ADHD and how to deal with students led to issues that I could have avoided.

In general, teaching was more difficult than I thought it would be. This is definitely a case where there is a big difference between how easy it looks and how hard it is. Specifically I was surprised at how many different things a teacher has to have prepared and do during a lesson. The classroom management part is proving to be very hard and I am beginning to see that cooperative students make a big difference in the classroom experience. The emphasis on lesson planning in Block II is beginning to make a lot of sense.

The final issue surprise I got during this semester is how time and effort it takes to grade papers. Ms. Smith had me grade a set of short essays, each about two pages long, for both classes and it took me over five hours to get them done! I am sure I will get faster with time but it is a lot of work to read and comment on each person's essay. I need to figure a better way to make comments on papers as I felt like I wrote the same things over and over again.

### **Improvements**

I have identified three major areas that I should focus on improving. First, I need to develop better classroom management skills. I know that my ability to manage a classroom will improve just from time and experience but I need to be more alert to the students while teaching. I also need to intervene sooner when I spot a behavior that could lead to problems. In particular, I need to learn how to deal with students who have individual issues such as ADHD. I have already read a lot about classroom management but there seems to be a gap between reading the material from the book and doing it in the classroom. To improve this I am going to talk more with practicing teachers and observe how they handle different situations. I should have an opportunity to do this during my next Block class. To improve my understanding of individual issues, I will do more reading and I will discuss the issue more in my education classes.

My second improvement goal is to develop a better presentation style. I need to slow down and focus more on the students while teaching. I know how to do this in theory so I do not need to study it more but I definitely need to practice more. To improve this area I intend to focus more sharply on these areas while I am teaching. Before class, I will have an idea of how long each section of the lesson plan will take and then monitor my progress while teaching. This will allow me to adjust the pace during the lesson. I will also prepare more review questions than I need in case I need to fill some time at the end of the period.

My final improvement goal is to develop more skills in student motivation. I have done some reading on this topic but I need to do more. In particular, I need to go back over the sections on motivation in our textbook and review the suggestions there so I can incorporate them into my own teaching. I realize that I cannot master the whole section at once but I will make a list of techniques and try incorporating a few at a time during my next teaching experience.

## **Thank You Letter Instructions**

### **Purpose**

Building and maintaining professional relationships is an important part of teaching. Part of this process is to express appreciation to people who have had a part in your success. People are more likely to remember you and help you in the future if they feel you appreciate their efforts. Remember, you will be looking for a job in the near future and cooperating teachers are a good source of contacts and references.

### **Requirements**

This letter is a courtesy to the cooperating teacher who made a place for you in his/her classroom. It should be typed and free of spelling and mechanical errors. Provide one copy of the letter to your cooperating teacher on your last visit.

If you wish to purchase a card or make a card instead of typing a letter, you may do so. A handwritten card must be neat and legible and should still include a message that touches on the information given in the example. As with the letter option, the card should be given to your cooperating teacher on your last TIP visit. A copy of your letter or a photocopy of the card and its contents should be turned in on the last day of Recitation.

### **Grading**

This assignment is worth two points.

## **Thank You Letter Rubric**

This assignment is graded as pass/fail. If you turn in a copy of the letter or card, you will receive the points for the assignment.

## Thank You Letter Example

This is a highly personalized document and since it is being graded holistically, instead of a complete example, a suggested format is shown. You do not need to follow this format but you should touch on the information suggested in the paragraphs.

Your name  
Your Purdue address  
Your phone  
Your e-mail address

Date

Mr./Ms. Teacher's name  
School name  
School address  
School city, state, and zip code

Dear Mr./Ms. \_\_\_\_\_

Paragraph 1: Express your gratitude to the teacher for sharing his/her classroom and students. Tell what you enjoyed most about the experience.

Paragraph 2: Tell how this experience has helped you to define your responsibilities to students with special needs/talents in the inclusive general education program.

Say thanks again.

Sincerely,

Your signature goes here

Type your name here