



School of Education

**GED 696 (Reading and Literacy Added Authorization – 1st Course)
Advanced Researched-Based Literacy Instruction for all Students (3 units)**

Fall, Quad I

Instructor: Dr. xxxxxxxx
Tuesday, 4:30-9:00pm
7/11/11-8/15/11

Office Phone: (619) 916-6402
Email: xxxxxxx@pointloma.edu
Office Hours: By appointment as needed

All 3-unit quad courses meet for 45 clock hours. In addition to the 8 weeks of scheduled classes, additional hours of instructional time will be designated by the instructor to fulfill this requirement.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

The SOE’s outcomes focus on a “whole person” transformation throughout the preparation program. The unit’s themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit’s values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate’s ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.

COURSE DESCRIPTION (from the PLNU 2014-2015 Graduate Catalog)

Students explore research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including: oral language development, word



analysis, fluency, vocabulary development, listening and reading comprehension and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite: Admission to the Reading and Literacy Added Authorization Program

Candidate Learning Outcomes, Standards, Assessments, and Conceptual Framework:

Candidate Learning Outcome (CLOs)	Reading and Literacy Added Authorization Standards	Assessment	Conceptual Framework
1. Candidates will assess, instruct, and provide intervention, if needed, for the following components of research-based literacy instruction: Oral language development, Word analysis, Fluency, Vocabulary, development, Listening and reading comprehension, Written language development	RLAA Standard 3.2 a-f	Signature Assignment Final Exam	Equip, Transform, Empower
2. Candidates will learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. Candidates will report the results in ways that are meaningful to parents, classroom teachers, and administrators	RLAA Standard 3.6 and 5.A3	Signature Assignment Final Exam	Equip, Transform
3. Candidates evaluate research pertaining to language and literacy instruction for appropriateness to the target population, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.	RLAA Standard 2.5, 3.1, and 4.1	Reading Logs Literature Annotations Signature Assignment	Equip
4. Candidates will work with individuals and/or small groups of students in both early [Pre-K – 3]	RLAA Standard 4.2	Signature Assignment- Section 5	Equip, Empower, Transform



and intermediate [4th grade and up] levels of literacy acquisition.			
5. Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum. Comprehensive fieldwork experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.	RLAA Standard 4.3	Final Exam	Equip
6. Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning	RLAA Standard 5.A1	Signature Assignment- Section 1	Equip, Empower
7. Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.	RLAA Standard 5.A2-5.A4	Signature Assignment- Section 1	Equip, Empower
8. Candidates will use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.	RLAA Standard 5.A	Signature Assignment- Section 4	Empower
9. Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners, especially those who are different from the candidate [including ethnic, cultural, gender, linguistic,	RLAA Standard 5B1 & 2	Signature Assignment- Section 4	Equip, Empower, transform



and socio-economic differences] develop proficiency as quickly and effectively as possible.			
10. Candidates use modeling, massed and distributed practice and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.	RLAA Standard 5B3	Signature Assignment- Section 4	Equip, Empower, Transform

COURSE TEXTS

Honig, Bill, et al. *Teaching Reading Sourcebook*. Arena Press, 2008.

CORE, *Assessing Reading, Multiple Measures*. Arena Press, 2008.

Tompkins, Gail. *Teaching Writing: Balancing Process and Product*. Pearson Education, 2012.

Optional Text

Hoyt, Linda. *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Heinemann, 2005

ADDITIONAL ONLINE RESOURCES:

California Preschool Foundations and Frameworks (Vol.1)
 California Reading-Language Arts Framework
 Common Core Standards

REQUIRED READINGS:

PLNU Ryan Library Electronic Journals, ProQuest

General Literacy

Allington, R., and Gabriel, R., “Every Child, Every Day”, *Educational Leadership*, Vol.69, No.6, March, 2012.

Oral Language Development

Please add one of your own this Fall 2014 or here is a suggestion:
 The book is called "Teaching Word Recognition: Effective Strategies for Students with Learning Difficulties" by Rollanda O'Connor. It is chapter 1 titled "In the Beginning: Oral Language and Learning to Read Words". Half of the chapter is available on Amazon at the following link <http://www.amazon.com/Teaching-Word-Recognition-Difficulties-Special-Needs/dp/1593853645> . Click the picture of the book and then "first pages". If that looks good perhaps I can scan in the chapter and we can post it to that instructor Eclass account if possible

Word Analysis

Zucker, Tricia A. Allison E. Ward, Laura M. Justice, “Print Referencing during Read-Alouds: A Technique for Increasing Emergent Readers Print Knowledge”, *The Reading Teacher*, Vol. 63, No. 1, September 2009

Fluency



Applegate, Mary DeKonty, Anthony J. Applegate, Virginia B. Modla, “She’s My Best Reader: She Just Can’t Comprehend: Studying the Relationship Between Fluency and Comprehension”, *The Reading Teacher*, Vol. 62, No. 6, March 2009

Hudson, Pullen, Lane, and Torgesen, “The Complex Nature of Reading Fluency: A Multidimensional View”, *Reading & Writing Quarterly*, Vol. 25, No. 1, 2008

Vocabulary Development

Chapter 4 from Beck *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*

Listening and Reading Comprehension

Shanahan, T., Fisher, D., Frey, N. “The Challenge of Challenging Text”, *Educational Leadership*, Vol. 69, No. 6, March, 2012.

Pilonieta, Paola, Adriana L. Medina, “Reciprocal Teaching for the Primary Grades: “We Can do It, Too!””, *The Reading Teacher*, Vol. 63, No. 2, October 2009

Written Language Development

Graham, Steve, “Want to Improve Children’s Writing? Don’t Neglect Their Handwriting”, *American Educator*, Winter 2009-2010

Spandel, Vicki. *Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms*. Allyn and Bacon, 2004.

USEFUL WEBSITES:

Reading A-Z- www.readinga-z.com

IRIS Modules- <http://iris.peabody.vanderbilt.edu/>

International Reading Association- www.reading.org

Read, Write, Think- www.readwritethink.org

COURSE POPULATION

This course is a requirement in the Reading and Literacy Added Authorization program:

TaskStream Enrollment codes:

- Reading and Literacy Added Authorization = **RLAA**

Incomplete Grades

All work is due by the last day of the quad. Grades will be calculated accordingly. A grade of incomplete is given for work which has been partially completed in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. (Instructor must be notified and an action plan for completion is developed.) The grade of incomplete must be made up by the end of the next regular semester. Until the work is completed, a grade of Incomplete is considered an F in determining the student’s grade point average and eligibility for financial assistance.

Assessment of Dispositions in Taskstream



Dispositions of Noble Character are not formally assessed in this course, but are assessed by both candidate and professor in the following course, GED697.

Weekly participation

Attendance at all class meetings is expected and recommended in order to take full advantage of the course. Absence will result in reduction of points. Candidates are expected to fully participate in all class discussions and class activities.

METHOD OF EVALUATION

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. Final grades will be determined by the grade scale listed below.

Grading Scale - At the end of the semester, a letter grade for the course will be based on the following scale:

A	94-100%	C+	76-79%
A-	90-94%	C	73-75%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	Below 59%

ASSIGNMENT DESCRIPTIONS

1) Reading Logs

Complete a log for one of the reading assignments for each night of class.

LOG FORMAT AND SCOPE FOR EACH LOG ENTRY

ENTRY REQUIREMENTS

1. CITE THE SOURCE

Identify bibliographic information. Include the specific resource read or internet site used; give enough information that if interested, another person could locate and learn from the same resource.

2. SUMMARIZE THE SCOPE OF THE READING

Generate a brief summary that tells the intent of the research and/or that the research is consistent with instructional practice.

3. IDENTIFY FINDINGS/LEARNINGS

After reading, determine and list the two most important findings/learnings for you.

4. REFLECT

What are the implications of the research findings on your own practice, in your supporting of other teachers, or in your participation in grade school or district level decisions?

What are the implications of the findings/learnings (you identified as most important) on what you will do next and in the future?

5. SHARE



Be prepared to discuss your reflections with your classmates.

2) Literature Annotations

Explore topics of interest within the literacy field. This exploration will help you refine your research topic for your Masters Action Research Project (GED689).

- a. Locate and annotate 5 current research articles (Please use the course articles to start your research process, but do not use them as the articles for this assignment).

What the annotation includes

Write a concise, well-written, 300 word annotation including some or all of the following information:

1. Main focus or purpose of the work
2. Intended audience for the work
3. Usefulness or relevance to you or your research topic (What interests you about this text?)
4. Special features of the work that were unique or helpful
5. Background and credibility of the author
6. Conclusions or observations reached by the author
7. Conclusions or observations reached by you

3) End of Course Final Take Home Exam on Course Content

Details will be provided in class.

4) Disposition Assessment – Dispositions are not formally assessed in this course.

4) SIGNATURE ASSESSMENT for GED 696 (First Course) – Literacy Portfolio

Teach a minimum of 2 literacy lessons to the whole class. Incorporate a whole class or small group assessment within these lessons. Based on this assessment, choose two struggling readers to observe, assess, and later intervene (in the next course).

The students should be performing at differing levels of literacy acquisition. One of the students should be achieving at a primary level of literacy acquisition (PreK-3) and one at an intermediate level (Grade 4 and higher). Additionally, at least one of the two students should be an English Language Learner.

Compile the information that you collect into a virtual portfolio. Please follow the guidelines below regarding the information to include in your notebook. This assignment serves as an opportunity for you to demonstrate and reinforce knowledge and skills that are embedded in the Reading and Literacy Added Authorization Program and curriculum standards.



ESSENTIAL QUESTIONS:

- What did you learn about the culture of literacy at your school site/classroom?
- Discuss the research, resources, and strategies you used to determine the best way to modify curriculum to address student needs.
- What are your student's present levels in literacy? What are their strengths and weaknesses?

Literacy Fieldwork and Portfolio ASSIGNMENT:

Section 1- Demographic Information and Components of School/Classroom Literacy Program
Include district, school, class, and individual student demographics (see sample template). Data collected includes an analysis of findings. In a separate document, describe the culture of literacy at the school and discuss the connection between the culture of literacy you observe and the data you collected. What does the RTI model of literacy look like at your school?

Section 2- Resources for Teaching Reading and Writing

Discuss at least 5 literacy resources that you have become familiar with throughout this course/project. Name and describe each resource. How was it useful to you during your literacy lessons and assessments? Or how could it be useful to you in creating your systematic intervention plan for each of your students?

Section 3- Teacher/Parent Interviews and Observation Notes

Interview 3-5 certificated staff members (teachers, specialists, etc.) and/or parents in order to gain an understanding of the literacy program at your school and learn more about the needs of your students. Record your observations of your classroom and students during literacy activities. Within your interviews and observations, address the following areas:

- Identify students who are not making adequate progress in literacy
- Discuss the specific areas of literacy and in which there is significant struggle (ex. Oral language, decoding, fluency, vocabulary, listening comprehension, reading comprehension, handwriting, written composition)
- Analyze any other learning challenges that may be causing them to struggle in literacy (ex. attention, motivation, emotional issues, behavioral concerns, family problems, etc.)
- Determine at least two strengths for each of these struggling students.

Section 4- Include a minimum of two whole class lesson plans. Each lesson plan must be designed around current student data, and must include a whole class assessment in order to determine student understanding of the content taught. Include a reflection/analysis component based on the collected assessment (see template).

In your reflection be sure to address the following:

- How did your assessment address student understanding of the lesson objective?
- How did the class as a whole perform on the assessment?
- Identify at least two students who struggled on the assessment. What specific areas of literacy may have caused them problems on this assessment?
- How might these objectives have been taught differently in order better meet the needs of each of these students?



Section 5- Student 1 Data

Include the following:

- Work samples indicating student present levels and areas of need for possible intervention as well as areas of strength (3 minimum)
- Assessment data (past and present) indicating present levels and areas of need for intervention as well as areas of strength (5 minimum)
- Additional anecdotal notes specific to this student
- Complete present levels chart. Indicate the student's levels within each area listed on the chart as well as the assessment(s)/data that you used in order to determine this level.

Section 6- Student 2 Data (include the same items listed under Section 5 for your second student)



Field Experiences

Field experiences are required throughout the Reading and Literacy Added Authorization coursework. Candidates must implement instruction and assessment with students during GED696, GED697 and GED689P, which spans the entire program.

Candidates may complete required field experiences in their own classrooms. The candidates who do not have their own classrooms may choose to work in the school where they completed their student teaching, a school where they often substitute, or in the classroom of another teacher in the Reading and Literacy program. Candidates find their own placement, but if they are not able to do so they are given assistance. The criteria for choosing a classroom are the following:

- Candidates are required to work with a primary grade and an upper grade student(s), at least one of whom is an EL, and where there are a variety of reading levels.
- The classroom teacher must allow the candidate access to try out some new assessments and interventions with small groups
- All candidates must be able to determine intervention needs and effectively implement the principles from the courses in order to gain practical, hands-on experience.
- The cooperating teacher (a colleague teacher, reading specialist or principal) must be willing to give written feedback to the candidate's lesson plans for teaching the whole class, small group instruction and one-on-one instruction, as well as feedback after teaching.

The hours candidates spend in their fieldwork assignments are as many hours as is necessary to meet the course outcomes. A course grade can be held until those hours, and course outcomes, are met.



GED 696 Signature Assessment Rubric

	value: 1	value: 2	value: 3	value: 4	Score/Level
Knowing your Community of Learners	Demographics and written analysis provide little or no information related to the district, school, class and individual students.	Demographics and written analysis provide partial information related to the district, school, class and individual students.	Demographics and written analysis provides clear information related to the district, school, class and individual students.	Demographics and written analysis provides clear and detailed information related to the district, school, class and individual students.	
Analyzing the Culture of Literacy	Little or no description of the culture of literacy at the school or connection between the culture of literacy you observe and the data collected.	Partial description of the culture of literacy at the school and connection between the culture of literacy you observe and the data collected.	Clear description of the culture of literacy at the school including connection between the culture of literacy you observe and the data collected.	Clear and detailed description of the culture of literacy at the school including connection between the culture of literacy you observe and the data collected.	
Applying Appropriate Resources for Teaching Reading and Writing	Little or no description of 5 reading and writing resources and their utility with regards to literacy lessons, assessments and systematic intervention plan for each student.	Partial description of 5 reading and writing resources and their utility with regards to literacy lessons, assessments and systematic intervention plan for each student.	Clear description of 5 reading and writing resources and their utility with regards to literacy lessons, assessments and systematic intervention plan for each student.	Clear and detailed description of 5 reading and writing resources and their utility with regards to literacy lessons, assessments and systematic intervention plan for each student.	
Designing Teacher and Parent Interviews for Information Analysis	Discussion of teacher/parent interviews and observation notes indicates little or no understanding of the literacy program at your school and the specific needs of your students.	Discussion of teacher/parent interviews and observation notes indicate a vague understanding of the literacy program at your school and the specific needs of your students.	Discussion of teacher/parent interviews and observation notes indicate a clear understanding of the literacy program at your school and the specific needs of your students.	Discussion of teacher/parent interviews and observation notes indicate a clear and detailed understanding of the literacy program at your school and the specific needs of your students.	
Collection of Student Data for evaluation	Little data collected reflecting work samples, assessments, present levels and anecdotal notes.	Partial data collected reflecting work samples, assessments, present levels and anecdotal notes	Clear data collected reflecting work samples, assessments, present levels and anecdotal notes	Clear and detailed data collected reflecting work samples, assessments, present levels and anecdotal notes	
Creating Lesson Plans Based on Student Data	Two whole class lesson plans are designed with little connection to current student data and include an assessment of student understanding but	Two whole class lesson plans are designed with vague connection to current student data and include an assessment of student understanding of the	Two whole class lesson plans are designed in connection with current student data and include an assessment of student understanding of the	Two whole class lesson plans are clearly designed in connection with current student data and include a detailed assessment of student understanding of the	



	value: 1	value: 2	value: 3	value: 4	Score/Level
	little connection to the lesson objective	lesson objective	lesson objective	lesson objective	

COURSE CALENDAR:

The following outline shows the main themes, readings, topics, activities, and assignments planned for each class session. The schedule is subject to modifications to meet the needs of the class. **Please choose one article or chapter on which to complete a reflection for each class session. However, please read all readings for each class session in order to be well prepared for discussion of all articles/chapters.**

DATE	THEME / TOPICS	CLOs Addressed	READINGS	DUE
Week 1	<input type="checkbox"/> Introduction to course <input type="checkbox"/>			
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
	Additional 9 hours of instruction as per WASC requirement.			

****Professors may attach any additional information about your particular course to the back of these pages, as long as what you attach does not counteract any of the policies already provided.**



These links provide additional information for all School of Education courses:

ASSESSING DISPOSITIONS

Dispositions of Noble Character are formally assessed in multiple courses.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#assessing>

CATALOG POLICIES

Academic Accommodations

While all students are expected to meet the minimum standards for course completion as established by the instructor, students with disabilities may require academic accommodations.

Academic Honesty

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort.

Education Records (FERPA) and Directory Information

FERPA is the federal law regarding the privacy of student records.

Spiritual Care/Resources

PLNU strives to be a place where you grow as a whole person. This link provides you with resources and email contacts in this regard.

CELL PHONES AND COMPUTERS

Appropriate use of cell phones and computers is expected during class time.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#cell>

COURSE POLICIES

Please find School of Education policies for each of the following topics:

Class Attendance

Deadlines/Late Assignments

Class Participation

English Conventions

Course Evaluations

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#course>

DISPLAY OF STUDENT WORK

Student work may be displayed or shared.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#display>

METHOD OF EVALUATION

The grading scale to determine final grades can be found here.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#method>

MISSION STATEMENT, POINT LOMA NAZARENE UNIVERSITY

The overarching Mission Statement for the university is found at the following link.

[PLNU Mission Statement](#)

REQUIRED RESOURCES

Use of Taskstream, Canvas and use of PLNU email is a requirement in this program.

<http://www.pointloma.edu/experience/academics/schools-departments/school-education/graduate-programs/school-education-syllabus-policies#required>



Point Loma Nazarene University
Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>	1-4	<ul style="list-style-type: none"> -Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>	1-4	<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>	1-4	<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>	1-4	<ul style="list-style-type: none"> -Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.