

Methods Literacy Project: Read-Aloud Teaching Experience Scoring Guide

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Lesson Elements	Needs Improvement (1)	Meets Expectations (2)	Exceptional (3)
<p><u>I. Purpose</u> K, S, D</p> <p>ACEI Stds: 5.4, 3.1-3.5 Std. 2.1 Element A</p>	<p>Candidate did not meet with teacher prior to read aloud.</p> <p style="text-align: right;">1 pt.</p>	<p>Candidate met with cooperating teacher to jointly determine purpose of the read-aloud.</p> <p style="text-align: right;">2 pts.</p>	<p>Candidate met with cooperating teacher to jointly determine clear purpose of the read-aloud that would support and enhances current curriculum.</p> <p style="text-align: right;">3 pts.</p>
<p><u>II. Standards</u> K, S</p> <p>ACEI Std: 1 Std. 2.1 Element B</p>	<p>Candidate did not successfully match curriculum standard to lesson. Literacy lesson did not engage all members of the class.</p> <p style="text-align: right;">1 pt.</p>	<p>Candidate successfully selected and implemented curriculum standards to construct an age-appropriate literacy experience.</p> <p style="text-align: right;">2 pts.</p>	<p>Candidate successfully selected and implemented local, state and/or national literacy curriculum standards to construct an age-appropriate & engaging literacy experience.</p> <p style="text-align: right;">3 pts.</p>
<p><u>III. Objectives and Assessment</u> K, S</p> <p>ACEI Stds: 3.1-3.5 and 4 Std. 2.1 Element C</p>	<p>Candidate's objectives and assessments were weak and/or not aligned. Candidate provided limited opportunities for students to demonstrate their literacy learning.</p> <p style="text-align: right;">1 pt.</p>	<p>Candidate administered assessments that aligned with learning objectives and determined students' understanding and use of language. Candidate provided an opportunity for students to demonstrate their literacy learning.</p> <p style="text-align: right;">2 pts.</p>	<p>Candidate administered formative and summative assessments that aligned with learning objectives and determined students' understanding and use of language. Candidate provided multiple writing, speaking and/or artistic opportunities for students to demonstrate individual literacy learning.</p> <p style="text-align: right;">3 pts.</p>
<p><u>IV. Procedure</u> K, S</p> <p>ACEI Stds: 3.1-3.5 Std. 2.1 Element A</p>	<p>Minimal attention was given to students' prior knowledge. Developmental considerations were not in evidence. Student misunderstandings were not addressed.</p> <p style="text-align: right;">1 pt.</p>	<p>Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p> <p style="text-align: right;">2 pts.</p>	<p>Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that was consistently focused on a balanced approach & developmentally appropriate practices. Candidate used multiple strategies that helped students correct misconceptions & misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p> <p style="text-align: right;">3 pts.</p>
<p><u>V. Child Guidance</u> K, S, D</p> <p>ACEI Stds: 3.1-3.5 Std. 2.1 Element C</p>	<p>Candidate did not take student comprehension and engagement into account. Classroom management strategies were ineffective.</p> <p style="text-align: right;">1 pt.</p>	<p>Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT's guidelines.</p> <p style="text-align: right;">2 pts.</p>	<p>Candidate used a variety of strategies with students so they could monitor their own comprehension and think critically about the book being read. Candidate took a pro-active and consistent approach to classroom management that aligned w. CT's guidelines.</p> <p style="text-align: right;">3 pts.</p>

<u>VI. Reflection</u> ACEI Std. 5.1 and 5.2 Std. 2.1 Element A	Candidate wrote a brief reflection w. minimal discussion of impact on student learning. Few plans for improving the lesson, and/or self-growth offered. 1 pt.	Candidate’s reflection discussed the basic impact of the lesson on student engagement and literacy learning; ways to improve/change the lesson in the future; and their own growth as future literacy teachers. 2 pts.	Candidate wrote an in-depth reflection that critically examined the impact of their lesson on student engagement and literacy learning; ways to improve/change the lesson in the future; and their own growth as future literacy teachers. 3 pts.
<u>VII. Format & Delivery Style</u> Std. 2.1 Element A	Candidate lacks competence in the use of English language arts and fails to adjust communication convention appropriate to function, purpose and audience. 1 pt.	Candidate demonstrates competence in the use of English language arts and adjusts communication convention (written and/or spoken) appropriate to function, purpose and audience. 2 pts.	Candidate demonstrates high level of competence in the use of English language arts and adjusts communication convention (written and/or spoken) appropriate to function, purpose and audience. 3 pts.
<u>VIII. Professional Quality</u> Std. 2.1 Element A	Lesson not turned in on time. Did not meet all project expectations and requirements. Many editorial issues. 1 pt.	Lesson turned in on time. Met project expectations and requirements. Few editorial issues. 2 pts.	Lesson turned in on time. Exceeded all expectations and requirements with no editorial issues. 3 pts.

Total Score: _____ A=(24) AB=(21-23) B=(18-20) BC=(17,18) C=(15,16) CD=(13, 14) D=(12) F=(Below 12)

ACEI Standards addressed in this project:

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4 Assessment for Instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.