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ECE 441
Internship 1
Early Childhood Education

I. **Course Description**

Students will demonstrate the ability to apply the knowledge of developmentally appropriate practices gained in their professional course of study to an internship experience in an early childhood classroom. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). This course provides structure to application of academic content to relevant clinical practice situations.

All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the Office of Field Services.

In addition, all students must have successfully met all Taskstream Checkpoint 1 requirements.

II. **Course Rationale**

This is the required Internship 1 course for an early grades licensure.

III. **Texts**

There is no required text for this course.

IV. **Course Goals and Objectives**

0.1 – I can identify the Resident Educator Licensure Program.

0.2 – I can identify the School Operating Standards.

0.3 - I can identify the Professional Development Standards.

0.4 – I can identify the Value-added Progress Dimension.

1.1 - I can provide evidence that shows my knowledge of how students learn and of the developmental characteristics of the age groups with which I am working. (Knowledge)

1.2 - I can identify student's prior knowledge, abilities and cultural background and use this knowledge to meet the needs of students. (Knowledge, Skills)

1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential. (Disposition)

1.4 - I can model respect for students' diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create. (Disposition)

1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction. (Knowledge, Skills)

2.1 - I can demonstrate the need for knowledge of content area in order to plan instruction. (Knowledge, Skills)

- 2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
- 2.3 - I can determine school and district curriculum priorities and the Ohio Academic Content Standards. (Knowledge)
- 2.4 - I can connect prior and new knowledge with in the discipline to other content areas. (Knowledge)
- 2.5 - I can connect content to relevant life experiences and career opportunities for students. (Skills)
- 3.1 - I can identify assessment types their purpose and the data they generate. (Knowledge)
- 3.2 - I can select and use a variety of diagnostic, formative and summative assessments. (Skills)
- 3.3 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
- 3.4 - I can communicate student progress with students and mentor teachers. (Skills)
- 3.5 - I can involve learners in self-assessment and goal setting. (Skills)
- 4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio's academic standards. (Knowledge, Skills)
- 4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards. (Knowledge, Skills)
- 4.2 - (A) I can identify and record students' learning and performance information to plan and deliver effective instruction. (Knowledge, Skills)
- 4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson. (Knowledge, Skills)
- 4.3 - (B) I can provide evidence that learning activities are linked to defined goals. (Knowledge, Skills).
- 4.4 - I can plan and deliver effective instruction to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons. (Knowledge, Skills)
- 4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)
- 4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:
 - a. independent learning
 - b. individual choice
 - c. communication modes and skills as a vehicle for learning.
 (Knowledge, Skills)
- 4.7 - I can use available resources to promote student growth and performance by incorporating:
 - a. variety of instructional strategies and materials
 - b. technology tools
 - c. valid assessment measures
 (Knowledge, Skills)
- 5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:
 - a. establishing and maintaining routines, procedures and expectations
 - b. providing equity of response opportunities for students
 - c. promoting positive relationships and supportive interactions with students

(Knowledge, Skills, Disposition)

- 5.2 - I can create a physically and emotionally safe environment by providing:
- modeling of positive interactions amongst students and adults
 - validating student contributions and thinking
 - proactive, and consistent responses to student behavior.

(Knowledge, Skills, Disposition)

- 5.3 - I can motivate students to work productively and assume responsibility for their own learning by:
- utilizing positive public praise and private correction techniques
 - implementing cooperative and collaborative learning activities that involve choice
 - providing relevant, real-world application to learning
 - providing self-monitoring tools

(Knowledge, Skills]

- 5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals.

(Knowledge, Skills)

- 5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:
- demonstrating effective classroom management strategies promoting positive relationships
 - providing organization and consistent management of time, space, activities, and resources
 - providing active and equitable engagement of all students

(Knowledge, Skills, Disposition)

- 6.1 - I can Use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively. (Skills)

- 6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with children and families. (Skills)

- 6.3 - I can collaborate effectively with mentor teachers and supervisors. (Disposition)

- 6.4 - I can identify community agencies to promote a positive environment for student learning. (Knowledge, Skills)

- 7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality. (Disposition)

- 7.2 - I can use self-reflection as a professional development tool and identify professional development opportunities that will enhance my skills and knowledge. (Disposition)

- 7.3 - I can advocate for students needs and differentiate lessons for student learning. (Skills)

V. Instructional Strategies/Activities Related to Diversity and Technology

In keeping with CSU's commitment to preparing effective urban educators, candidates are required to complete at least one major field experience in a city designated by the Ohio Department of Education as "urban."

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings. The Inquiry based

Unit Plan assignment requires candidates to explain how the instructional strategies they use are appropriate for the students in the classroom.

Candidates are assessed on their effective use of technology in each formal observation and as a part of their participation in the seminar.

VI. Course Requirements

a) Field Requirements

- Students will spend 180 hours in the field in direct contact with students, 45 hours of classroom and seminar discussion will be held in a blended format, utilizing periodic face to face meetings and blackboard. **The field hours are composed of three hours per day, four days per week, for the entire 15-week semester. Candidates are to attend all seminars and participate throughout the semester on Blackboard.**
- Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a minimum of four times in the classroom by the CSU supervisor and twice by the mentor teacher. **For each observation, the candidate is to provide a full lesson plan 48 hours in advance.**
- At the midpoint and end of the semester, the candidate will prepare for and participate in a "triad meeting" with the university supervisor and mentor teacher to assess progress in the course and to discuss the final aggregated observation scores.

b) Assignments/Assessments-

Lesson plans: Development and implementation of lesson plans throughout the semester.

Seminars: Discussions and face-to-face meetings will make up the seminars for Internship1.

You will be expected to work collaboratively with other interns during these meetings to develop and to craft skills in various topics. Some of these topics will focus on effective lesson plans, differentiation, role of IEP's and conflict resolutions. There will be designated opportunities for hands on exploration with technology and weekly reflection of teaching practices.

Weekly reflections: Reflecting critically and effectively is an important teaching skill and part of the learning/teaching process. This particular assignment focuses on practicing and strengthening that skill. The assignment consists of: a detailed written reflection on one of the lessons that you taught that week supported by student work and or assessment data. See attached for reflection prompts.

Inquiry-based Unit Plan: The purpose of this assignment is to design, implement, and evaluate a unit or sequence of lessons that teach students skills measured by a specific state standard or a topic based on a state standard. This assignment is designed for you to demonstrate your competence in the following skills:

- Ability to prepare, teach and reflect on a 4-5 day unit plan
- Ability to assess student learning, analyze and determine the students' growth in achieving the objectives of the unit
- Ability to videotape, trim, compress and upload a sample of your teaching
- Ability to incorporate and implement a free choice center plan that supports student choice and inquiry in the unit plan (ECE)
- Ability to plan a unit that is Inquiry-based (ECE, Middle and Sp. Ed.)
- Ability to engage families in the students' learning process

Rubric for the inquiry based unit plan assignment can be found in Taskstream.

OBR Modules: Ohio board of regents modules assessing knowledge of the Resident Educator Licensure Program, the School Operating Standards, the Professional Development Standards, and the Value-added Progress Dimension in preparation for Seminar discussions.

In addition to these written assignments, interns seeking licensure and intending to participate in Internship 2 must complete and satisfy the Taskstream Checkpoint 2 portfolio criteria.

VII. Grading criteria

A field grade is earned through a calculation of three separate variables. All field assignments are graded on a scale of 0-3, with 2 being a proficient level. **Assignments will be submitted through Blackboard and Taskstream for grading by the CSU supervisor and/or CSU seminar leaders.**

Grade	Points or %	Description	% OF FINAL GRADE
A	>2.14	Assignment and Seminar grade	40%
A-	2.13-2.02	Candidate Pre-Service Assessment of Student Teaching (CPAST)	40%
B+	2.01-1.90	Specialized Program Area criteria	20%
B	1.89-1.78		
B-	1.77-1.66		
C+	1.65-1.54		
C	1.53-1.42		
D	1.41-1.30		
F	1.29 >		

VIII. Course Outline

Week	Topic	Activity/Assignment	Due Date
1			
2			
3	Supervisor Observation 1		
4	Mentor Observation 1	OBR Modules assessing knowledge of the Resident Educator Licensure Program, the School Operating Standards, the Professional Development Standards, and the Value-added Progress Dimension in preparation for Seminar discussions.	
5			
6	Supervisor Observation 2		
7	Midterm triads held by the end of week 8		
8		Lesson Plans completed for Inquiry based Unit Plan	

9	Supervisor Observation 3		
10	Co-teaching begins (occurs during weeks 10-14) Mentor Observation 2	Checkpoint self-analysis submitted to checkpoint assessors.	
11	Teaching for Work Sample assignment		
12	Supervisor Observation 4	Inquiry based Unit Plan assignment due	
13			
14		Taskstream checkpoint portfolio	
15	Final triads completed		
Finals			

Seminar Dates and Topics

Group 1: 9am-11am

Group 2: 11am-1pm

Orientation: Thursday, August 23rd

Seminar 1: Friday, August 31st

Be prepared to discuss: Class Profile, classroom and school observations....*Bring your completed 'Scavenger Hunt'! Response Reflections/ double entry journals

- a. 'Setting' up our classroom/seminar arrangements
- b. Creating an 'inviting' environment for the year
- c. Expectations and essential agreements in your classroom-(basic ingredients, no judgement, open minded, where do you start?)
- d. Group Newsletter explanation

Seminar 2: Friday, September 14th

Be prepared to discuss: Eating the 'Curriculum Elephant'... One bite at a time

- a. Lessons that are well thought out and developmentally appropriate
- b. Differentiation for the individual, not just high, med, low grouping
- c. IEP's, 504's, RTI, and data driven differentiation
- d. Double entry journals

Seminar 3: Friday, September 21st

Be prepared to discuss: Family involvement

- a. Strategies to connect and involve ALL
- b. Open house, conference, daily communication ideas
- c. 'Calling home' for 'good job' comments etc.
- d. Creating that 'join in' atmosphere

Seminar 4: Friday, October 12th

Be prepared to discuss: Assessments/ Data

- a. Why assess?
- b. Who is it for?
- c. Pre-assessments, formative assessments, post assessments
- d. Technology
- e. Double entry journals

Seminar 5: Friday, November 2nd

Be prepared to discuss : Setting up an 'Inquiry Based Classroom'

- a. Why Inquiry Based?
- b. What is Inquiry Based?
- c. How to build student choice into your lessons.

Seminar 6: Friday, November 16th

Be prepared to discuss: edTPA

Video ad Tech support

Student suggested ideas

Double entry journal

***Please make sure to bring weekly lesson plans to seminar!**

IX. Course Policies

A. Attendance and Punctuality

The following policy applies to all Field Experiences. Regular attendance is required according to the requirements of the experience. **This policy includes all field hours as well as orientations, associated seminars, and other professional activities affiliated with the internship.**

All students are expected to:

1. Sign in and out of placement daily, using schools designated system.
2. Complete the Intern Attendance Form daily. (File with Mentor Teacher)
3. Make available the Intern Attendance Form during supervisor's visits.
4. Be present for the full duration of the time scheduled for each day. Leaving early or arriving late is not permissible without advanced notification and permission. Missing over an hour on any day is considered an unexcused absence.
5. Arrive early or stay late as required for preparation and discussions with a mentor teacher.
6. Receive mentor teacher and supervisor's advance approval for any anticipated absences , <i>See Below for information regarding absences.</i>
7. Notify the mentor teacher, school secretary, and university supervisor of any anticipated absences. <i>See Below for information regarding absences.</i>
8. Leave detailed plans and materials for the mentor teacher who will 'cover' for the intern during an excused absence. <i>See Below for information regarding absences.</i>
9. Make-up <u>each</u> excused absence beyond three. <i>See Below for information regarding absences.</i>
10. If attendance or punctuality becomes an issue a meeting with the OFS staff will be required to determine next steps. (e.g. more than 3 absences.) Failure to make-up

absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.**

Absences

Mentors and children expect you to be consistent and reliable with attendance and punctuality.

Unexcused absences are not permitted for any reason

Excused absences - With proper communication to university supervisor and mentor teacher, in extenuating circumstances, interns are permitted up to three (3) excused absences. Each excused absence beyond three must be made-up. See **Personal Leave Policy** below for definition of *excused absences*. If more than 3 absences occur, **and these absences cannot be made-up**, interns may be required to withdraw from practicum or student teaching.

PERSONAL LEAVE (excused absence) POLICY-

In extenuating circumstances, interns are permitted up to three (3) excused absences during placement. For practicum interns, this shall be taken to mean the daily length of that member's work schedule, e.g., a 4 hour teacher is eligible for three 4 hour days of personal leave. Personal leave must be approved in advance and shall be used only for such purposes or in connection with activities of the type listed immediately below and which cannot be accomplished during the non-working hours.

Use of such leave may be for the following:

- A. Intern illness
- B. Religious Holidays
- C. Personal business matters that cannot be taken care of outside school hours.
- D. Attendance at set graduation ceremonies in the immediate family.
- E. A son, daughter, spouse, or other person residing in the employee's household leaving for military service or college as a freshman.
- F. Weddings of the employee or in his or her immediate family.
- G. Attending funerals not covered in the Bereavement Leave Policy.
- H. Attendance at ceremonies where the teacher or his/her immediate family is receiving an award of major significance.
- I. Appointments required by academic programs or educational requirements.
- J. Emergencies affecting the teacher or a member of his/her immediate family.
- K. Moving from one permanent residence to another.

- B. Late assignment policy. All assignments are to be submitted by the due date. Late assignments will lead to Arbitration. (See OFS Handbook) Due dates are set by the Supervisor and/or Taskstream Timeline.

Professionalism. Students are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern's continuation in his/her program.**

- C. Ethics. Cleveland State requires all interns to follow the professional guidelines set by the College of Education and Human Services and the Code of Ethics established by the National Education Association.
- D. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site. **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
 - i. Use of computer, tablets, or personal electronic devices
 - ii. Access to computer systems
 - iii. Possession of computer software or data
 - iv. Copying or use of computer software or data
 - v. Use of computer accounts
 - vi. Use of computer-related equipment

NOTE: While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.

- E. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.
 - I. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.
 - II. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.
 - III. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.
- F. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
- G. Technical Help. If you have a question about Taskstream or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology in JH 118 during posted hours or contact Heather Gallacher (687-3743; h.gallacher@csuohio.edu) or Brian Yusko (875-9774; b.yusko@csuohio.edu)
- H. Professional Dispositions. One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions can be found in the handbook on the OFS website.

OFFICE OF FIELD SERVICES PRACTICUM RECORD AND EVALUATION FORM

Intern: _____ School _____ Semester/Year _____ Grade level _____ Mentor _____ Supervisor _____	ECE 441
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This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. Rubrics in Taskstream DRFs are used to determine Scores on assignments. Final scores are to be recorded here. *Supervisor is to return completed form to OFS at end of semester.*

DESCRIPTION (A SCORE OF “2” IS CONSIDERED PROFICIENT)	TASKSTREAM DRF	SCORE (0-3)
Seminar	NA	
Weekly reflection/lesson plan with data	NA	
Inquiry-based Unit Plan	LICENSURE	
* Denotes SPA Requirements Above		
4 OBR MODULE Quizzes (PRACTICUM) Taskstream OFS DRF	All OBR module quizzes submit to Manager, Cleveland State **OBR Modules are not scored by supervisor	Student Completed YES NO

	DATE/TIME	Walk Through OR Observation	Taskstream Score Met/ Not Met	LESSON PLAN Completed	COMMENTS
OBSERVATIONS		OBS	Met Not Met	Met Not Met	
		OBS	Met Not Met	Met Not Met	
		OBS	Met Not Met	Met Not Met	
		OBS	Met Not Met	Met Not Met	
		W/T OBS	Met Not Met	Met Not Met	
		W/T OBS	Met Not Met	Met Not Met	

Midterm triad meeting held on _____	Signatures and Consensus scores SCORE (0-3)																																								
Intern midterm CFAST score _____ SPA score _____	Intern-																																								
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	Assignment and Seminar Total Score _____ (40% of Total grade)																																								
<i>Grade Calculator can be found on OFS website</i>	Final Course Score/Grade for Semester _____/_____																																								
Mentor letter received? Yes or no	Supervisor letter received? Yes or no																																								
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Weekly Reflection - Reflecting critically and effectively is an important teaching skill and part of the learning/teaching process. This particular assignment will focus on practicing and strengthening that skill. The assignment consists of: A detailed written reflection on one of your lessons taught that week supported by student work and or assessment data. This reflection should address the following prompts:
This template is for you to use each week for your reflection. Please add your response in the brackets below each question:

- 1) **In what ways were your methods, activities, and materials effective or not? Be sure to provide evidence using student work or responses to substantiate your claims.**

[]

- 2) **If you do the lesson again, what might you do differently to improve student learning and why do you feel the change(s) would make a difference?**

[]

- 3) **What did you learn about teaching that you had not known previously?**

[]

- 4) **What are you wondering about at the moment based on any aspect of learning/teaching, not just your lesson?**

[]

These weekly reflections with chosen lesson plan and your supporting evidence are to be emailed to both your seminar leader and your supervisor by 5:00 pm each Friday.