



Your University of Choice

**Calumet College of St. Joseph**  
**MAT 512P: Reading Strategies for Secondary Education**  
**Term: Spring 2017**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Mr. Daniel Hadary
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<b>Hours Available:</b>	Saturdays after 4p.m. Thursdays 4:30-5, & by appointment
<b>Instructor Background</b>	
<p><b>Education:</b> Bachelors of Arts in Secondary English Education (Purdue University, Lafayette: 2007). Masters of Education (Indiana Wesleyan University, Marion: 2011). Professional Certificate in Educational Leadership (Indiana Wesleyan, Marion: 2015).</p> <p><b>Professional:</b> Educator (Eng.) at Crown Point High School (2007 – Present); Adjunct Facilitator at Calumet College 2013 – Present, Traveling A.P. Consultant for the University of Notre Dame (2013 – Present); Adjunct Facilitator at the University of Phoenix, Merrillville (2012 – Present).</p>	

<b>Course Information:</b>	
<b>Course Time:</b>	<b>Week 1: Saturday, Jan 7<sup>th</sup>: 8:00a.m. – 4:00p.m.</b> <b>Week 2: Thursday, Jan 14<sup>th</sup>: 8:00a.m. – 4:00p.m.</b> <b>Week 3: Thursday, Jan 21<sup>st</sup>: 8:00a.m. – 4:00p.m.</b>
<b>Classroom:</b>	305
<b>Prerequisites:</b>	MAT 500 (Education Psychology), MAT 502 (Foundation in Education), MAT 504 (Child Development), MAT 516 (Curriculum Development)
<b>Textbooks: (available through Course Smart)</b>	n/a. All course readings will be provided as supplementals
<b>Learning Outcomes/ Competencies:</b>	
<p>The students in this course will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined by IDOE Standards, and to apply that knowledge to the tasks of planning and delivering effective reading instruction and assessment.</li> <li>• Understand and apply multiple secondary reading strategies to suit the individual need of each student while adhering to the IDOE Standards.</li> <li>• Construct meaningful formative assessments used to evaluate a student's reading level, and then be able to</li> </ul>	

accommodate to the various learning styles in a secondary classroom setting through the use of instructional differentiation.

- Evaluate the effectiveness of lesson plans using appropriate academic and behavioral measures (i.e. Bloom's Taxonomy, Gardner's Multiple Intelligences, Webb's Depth of Knowledge).
- Evaluate the effectiveness of reading strategies after implementation.
- Discover and understand a unified vision of the effective educator as exemplified in such standards and principles as the INTASC principles.
- **INTASC Teaching Standards:**
  1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
  4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
  5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
  6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
  7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
  9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Course Description:**

This course develops understanding in solving reading problems encountered by secondary students in all content areas. The Reading and Content Area teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This course prepares teacher candidates with the basic principles of English Language Development (ELD) instruction as they relate to reading instruction for English Learners. This course provides teacher candidates the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

***Clinical Experiences Required.***

**Learning Strategies:** I am a firm believer that student growth stems from discussing, analyzing, and evaluating one another's perspective and insight. In this case, the insight may be that of your peer's, or it may be the philosophy of a fellow educator, our course textbook or other types of published information. Regardless, participation and engagement is highly encouraged. My method, which could be classified as Socratic by nature, is to challenge each of you to solve issues that may not have a definitive answer. As you will soon recognize, the role of a teacher is one who must be quite versatile. My approach to this course will assimilate the same tactics any classroom teacher would consider: the integration of Blackboard and other types of technology; teacher, student, and group-led discussions, various forms of collaborative and reciprocal learning; the use of Socratic Seminars; lecturing and modeling; and more.

## **Schedule:**

### **Week One (1/7) Key Factors for Developing Content Literacy Skills in Grades 6-12**

Week 1 will include a look at the following:

1. Identification of active and independent readers/learners
2. Meaning of *literacy*
3. The Mental Model
  - a. cognitive structure and schema theory
  - b. metacognition
  - c. phases and stages of comprehension
4. Major causes for content reading difficulties
5. Sociocultural influences in learning literacy
6. Role of motivation in literacy learning

\*Supplemental reading assignments will be distributed in class to aid in discussion

### **Week Two (1/14) Content-related Skill Development in Secondary Schools**

Week 2 will include a look at the following:

1. Vocabulary Strategies (Universal and Content-Specific)
2. Lead 21 – Universal Literacy Skills
3. Content Specific Reading Skills
  - a. Text Structure Features
  - b. Fiction vs. Nonfiction Strategies
  - c. Assessing Student Understanding/Growth

\*Supplemental reading assignments will be distributed in class to aid in discussion

### **Week Three (1/21) Developing a Successful Content Literacy Environment/Program**

Week 3 will include the following:

1. Literacy Lesson Plan Presentations
2. Differentiation Discussion
3. Literacy Differentiation Log Presentations
4. Steps to Developing an effective Content Literacy Program

\*Supplemental reading assignments will be distributed in class to aid in discussion

<b>Assessments:</b>		
<b>Assignments</b>	<b>Points</b>	<b>Weight</b>
Blackboard Participation/Journal Reflections	<b>15 pts. (5pts each)</b>	<b>15%</b>
Clinical Observation Form & Reflection 1 & 2	<b>10 pts.</b>	<b>10%</b>
Course Reading Discussion Posts & Participation	<b>15 pts. (5pts each)</b>	<b>15%</b>
Literacy Lesson Plan & Presentations	<b>20 pts.</b>	<b>20%</b>
Literacy Differentiation Log & Presentation	<b>15 pts.</b>	<b>15%</b>
Clinical Experience	<b>25 pts.</b>	<b>25%</b>

**Total Points: 100pts = 100%**

<b>Assignments:</b>		
<b>Assignments</b>	<b>Description</b>	<b>Due Date</b>
<b>Participation/Journal Reflections</b>	<p>Students will complete reflective journals during this course. (Total 3 journal entries using Blackboard). You will answer specific questions for the journal reflections. Each question will be based on the prior week's classroom topic(s).</p> <p>Complete the required blackboard assignments and journal reflections. Then respond to at least <b>two</b> of your classmates for each discussion forum. Use the Blackboard Discussion Rubric to govern your responses. All responses should be substantial and detailed.</p> <p>Initial Response Due by Tuesday night, 11:59p.m. after each week; <b>Two</b> follow up responses are due by Friday at 11:59p.m.</p>	<p>Wk1 Initial Post due 1/10 Wk1 Response Posts due 1/13.</p> <p>Wk2 Initial Post due 1/17. Wk2 Response Posts due 1/20.</p> <p>Wk3 Initial Post due 1/24. Wk3 Response Posts due 1/27.</p>
<b>Observation Reflection</b>	<p>The clinical experience is a key component of this course. While the minimum requirement is that each student attends at least three full school days at their given assignment, more may be if desired (and agreed upon by the assigned teacher). During the first visit to the school, students are to observe their classroom teachers. For this assignment, each student must complete an Observation Form for the first visit, and then submit a Reflection/Analysis of the clinical observation experience. A copy of the clinical Observation Form will be attached is attached to the syllabus. Students may fill out the assignment with a pen, scan it, and submit it that way, or fill it out on the computer.</p> <p>The reflection will focus on your assigned teacher's practices relating to building content literacy.</p>	<p>Sat., Jan. 14<sup>th</sup>, 11:59p.m.</p>

<p><b>Literacy Differentiation Log &amp; Presentation</b></p>	<p>Compile a list of 10 Literacy Strategies. Post the link on a word document, and then provide a summarized explanation of each classroom strategy. Post the completed document on Blackboard in the appropriate folder.</p> <p>Finally, select any three of the ten strategies and prepare a presentation to share these strategies with your classmates.</p>	<p>Submitted to Blackboard before Week 3: Saturday, 1/21, 7:59a.m.</p> <p>During class, Week 3: each student will present to the Class</p>
<p><b>Literacy Lesson Plan &amp; Presentation</b></p>	<p>Develop a Lesson Plan for our class, teaching material from your content area. The lesson should focus around reading comprehension while implementing highly effective content literacy strategies for developing skills of content literacy.</p> <p>Please include the following components:</p> <ul style="list-style-type: none"> <li>▪ A copy of the lesson plan using CCSJ's lesson plan template</li> <li>▪ A clear learning goal for the lesson</li> <li>▪ Correlation to IDOE Grade Appropriate Standards.</li> <li>▪ A thorough explanation of the literacy skills and strategies you will be implementing to assist your students in achieving the lesson goal.</li> <li>▪ An assessment (formative or summative) to evaluate student performance, growth, and level of understanding.</li> <li>▪ A hard copy of the lesson plan and any materials to be used in the lesson plan given to your instructor prior to teaching the lesson.</li> </ul>	<p>Lesson will be taught during our last class of the third week: 1/21. All documents must be submitted prior to class that evening.</p>
<p><b>Weekly Reading Discussion Questions</b></p>	<p>Each week, students will receive a reading relating to that week's instructional focus. Following class and completing the week's supplemental reading, students will respond in the appropriate Discussion Board location. Students are asked to synthesize their background knowledge with information gathered from the text and respond to the questions appropriately.</p> <p>Much like the participation posts, initial Response Due by Tuesday night, 11:59p.m. after each week; <b>Two</b> follow up responses are due by Friday at 11:59p.m.</p> <p>Please check Blackboard for the weekly focus question(s).</p>	<p>Wk1 Initial Post due 1/10 Wk1 Response Posts due 1/13.</p> <p>Wk2 Initial Post due 1/17. Wk2 Response Posts due 1/20.</p> <p>Wk3 Initial Post due 1/24. Wk3 Response Posts due 1/27.</p>
<p><b>Clinical Experience</b></p>	<p>Clinical experiences are required for each education methods course. A clinical experience is being set up for you. You may be contacted by CCSJ's Director of Field Experience, Dr. Greene.</p> <p>Each student is required to complete a minimum of three days in their clinical experience.</p> <p>Preferably, students will complete one day a week at their assigned clinical experience. The expectations for each week are as follows:</p> <p>Week 1: Conduct a Classroom Observation.</p>	<p>Throughout the Course; Final Project Due at the End of Week 3</p>

	<ul style="list-style-type: none"> <li>• Complete a Clinical Classroom Observation Form based on your first day's experience. The chief task here is to observe your assigned teacher and examine his or her methodology. Fill out the form as necessary. This will be submitted (along with a Reflection) by Sat, Jan. 14<sup>th</sup> 11:59p.m.</li> </ul> <p>Week 2: Observe/Assist</p> <ul style="list-style-type: none"> <li>• Much like week 1, the student's main task is to observe, but this time, work with the mentoring teacher to see how your services may be of some assistance to his or her lesson. Please note that at this point, you will want to discuss with your mentoring teacher your expectation to teach a class during the third and final week of the clinical experience. Following the 2<sup>nd</sup> observation, students will be turning in another reflection.</li> </ul> <p>Week 3: Teaching a Lesson</p> <ul style="list-style-type: none"> <li>• During week three, you will be required to teach a day's worth of lessons to your students. A university supervisor may be present to evaluate the teaching of at least one of your lessons on that third day. <b>Note</b>, you must videotape your lesson and then submit it to me. I allow uploads to Youtube, converted Mp4s shared through Google Drive, or you can provide me with a flash drive. More information will come about how to do this. It is easier than you think! Your phones are great tools in this case.</li> <li>• The focus of the lesson should be on content literacy. Organize a lesson that emphasizes a clear goal and then you use one or more content literacy strategies to assist your students in obtaining that goal.</li> <li>• At the conclusion of your Clinical Experience you will turn in the following documents: <ul style="list-style-type: none"> <li>○ A copy of your Lesson Plan with a focus on Content Literacy</li> <li>○ Assessment Results</li> <li>○ A copy of the Content Literacy Strategies implemented &amp;</li> <li>○ A 2-3 page typed Analysis/Reflection</li> </ul> </li> </ul>	
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**Grading Scale:**

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72

C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

<b>Policies and Procedures</b>	
<b>Class Policy on Attendance:</b>	Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent one time during the MAT512 course, the student will be subjected to a grade of F or will be academically withdrawn by the instructor.
<b>Class Policy on Electronic Devices</b>	Technological Devices will be used on a "Need Only" basis. If computer access is required for a part of this course, the computer lab will be utilized.
<b>Statement of Plagiarism:</b>	<p>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>
<b>Citation Guidelines:</b>	Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for <u>each</u> course to see what <u>each</u> instructor requires. The Library has reference copies of each manual; the Follett has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.
<b>Withdrawal from Classes Policy:</b>	After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

	<p>If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.</p> <p>If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.</p> <p>An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. <u>This grade is submitted by the instructor at the end of term.</u></p>
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<b>Resources</b>	
<b>Student Success Center:</b>	<p>The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<b>Disability Services:</b>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., <i>additional time for tests, note taking assistance, special testing arrangements, etc.</i>). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least <u>one month prior to enrollment</u> for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.</p> <p>If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the</p>



	<p>disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.</p>
<p><b>CCSJ Alert:</b></p>	<p>Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p style="text-align: center;"><b><u>School Closing Information:</u></b></p> <p><b><u>Internet:</u></b>                                    <a href="http://www.ccsj.edu">http://www.ccsj.edu</a></p> <p style="padding-left: 100px;"> <a href="http://www.EmergencyClosings.com">http://www.EmergencyClosings.com</a>  Facility: Calumet College of St. Joseph  Phone: 219.473.4770 </p> <p><b><u>Radio:</u></b></p> <p style="padding-left: 100px;"> WAKE – 1500 AM  WGN - 720 AM  WIJE – 105.5 FM  WLS – 890 AM  WZVN – 107.1 FM  WBBM NEWS RADIO 78 </p> <p><b><u>TV Channels:</u></b></p> <p style="padding-left: 100px;">2, 5, 7, 9, 32</p>



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## Calumet College of St. Joseph Education Department

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2400 New York Avenue, Whiting, IN 46394 \* 219-473-4385

### Clinical Experience Guidelines

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#### **Clinical Experience:**

Teacher candidates are responsible for but not limited to:

- Administering a pre and post assessment prior to and at the end of the clinical experience.
- Analyzing formative and summative assessments to develop strategies for each session.
- Providing instruction to small and whole groups of students during the experience.
- When not teaching, candidates will observe a teacher implementing a lesson plan
- If possible, team-teach or assist the teacher during a lesson according to appropriate content.

#### **Teacher Candidates**

All teacher candidates possess a Limited Criminal History Clearance and have been trained through the Safe Child “VIRTUS” Program (documents available upon request).

#### **Teacher Candidate Expectation**

- Expected to report on time
- Come prepared to assist the teacher and teach as required by clinical experience guidelines
- Exhibit a professional disposition
- Wear professional attire
- Collaborate daily with the classroom teacher related to instruction
- Administer pre-and post-assessments to evaluate student cognitive domain
- Plan and teach lessons appropriate to academic and developmental content
- Be flexible in accommodating student and school needs
- Spend three days at the assigned school according to required guidelines of the school day.
- Teach a lesson while observed and evaluated by your cooperating and university supervising/instructor.

#### **School Expectations**

- Provide a conducive working atmosphere
- Provide clear instructions and support which will ensure each teacher candidate’s success during the experience.

#### **Classroom Teacher Expectations**

- Provide space

- Provide pre and post assessment tools
- Provide resources upon request
- Complete and return the “Clinical Experience Evaluation” form (see attached)



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## Clinical Classroom Observation Form

**TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **Subject being taught** \_\_\_\_\_

**Observed by:** \_\_\_\_\_

### Techniques Observed:

- |                                      |                                       |                                          |
|--------------------------------------|---------------------------------------|------------------------------------------|
| <input type="checkbox"/> A Lesson    | <input type="checkbox"/> Organization | <input type="checkbox"/> Room Management |
| <input type="checkbox"/> An activity | <input type="checkbox"/> Environment  | <input type="checkbox"/> Other: _____    |

### Students Were:

- |                                          |                                         |                                                             |
|------------------------------------------|-----------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> On Task         | <input type="checkbox"/> Well Behaved   | <input type="checkbox"/> Actively involved                  |
| <input type="checkbox"/> Writing         | <input type="checkbox"/> Reading        | <input type="checkbox"/> Working cooperatively              |
| <input type="checkbox"/> Presenting      | <input type="checkbox"/> Listening      | <input type="checkbox"/> Engaged in "real world activities" |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Making choices | <input type="checkbox"/> Performing investigations          |

### Teacher Was:

- |                                             |                                               |                                                            |
|---------------------------------------------|-----------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Directly teaching  | <input type="checkbox"/> Reading to students  | <input type="checkbox"/> Facilitating cooperative learning |
| <input type="checkbox"/> Leading discussion | <input type="checkbox"/> Giving clues         | <input type="checkbox"/> Asking higher level questions     |
| <input type="checkbox"/> Giving corrections | <input type="checkbox"/> Challenging students | <input type="checkbox"/> Praising and supporting students  |
| <input type="checkbox"/> Justifying answers | <input type="checkbox"/> Monitoring students  | <input type="checkbox"/> Verbally assessing students       |

### I Saw:

- |                                                                                           |                                           |                                                  |
|-------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> An agenda on board                                               | <input type="checkbox"/> Morning Exercise | <input type="checkbox"/> Standardize test format |
| <input type="checkbox"/> Objectives taught followed school's goal                         |                                           |                                                  |
| <input type="checkbox"/> Classroom environment was motivational and conducive to learning |                                           |                                                  |

### Positive Classroom Climate Was Shown By:

- |                                                             |                                                                  |
|-------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Lots of students' works on display | <input type="checkbox"/> Bulletin board that support instruction |
| <input type="checkbox"/> Obvious well organized lesson      | <input type="checkbox"/> Evidence of mutual respect              |

### Other Comments:

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