

Exercise 1: Literacy

Introduction

In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that fosters student learning. You will be asked to respond to four prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate identification and supporting explanation of two important strengths of this students' reading development through the use of a student's progress report;
- a developmentally appropriate goal and instructional strategy that is directly related to the identified strengths of the student and is challenging and appropriate in supporting reading development;
- developmentally appropriate resources or materials that you would use to further reading development for the identified student; and
- an insightful rationale that focuses on the connections among the student's strength, the suggested instructional strategy, and the materials used to enhance this student's areas of strength.

Stimulus

The following prompts require you to analyze and to make inferences about a child's reading development from a first semester progress report and to discuss a strategy that would further build on these strengths to support this child's reading development.

Prompts:

1. Identify two important strengths from this students' progress report that you could draw on as you support the reading development. Explain why you have identified these as indicators of strength that could be used to support further reading development.
2. Drawing upon the identified strengths, state your goal and plan an appropriate classroom-based instructional strategy to further reading development for this student.

Instructional strategy: a plan to accomplish a learning goal.

3. Identify two resources or materials that you would use to help you achieve this plan.
4. Provide a rationale for your choice of materials/resources used.

Reading Magnet School

First Semester Report

Name: Robert Main Grade: Elementary/Grade 1 Teacher: Mrs. Scully

Reading:	Not Yet	Developing	Established
Reads for a sustained period of time			X
Selects grade-level reading material		X	
Uses reading strategies:			
Picture Cues		X	
Phonetic Cues	X		
Sight Vocabulary		X	
Context Cues		X	
Background Knowledge		X	
Self-corrects if reading doesn't make sense		X	
Reads new texts with literal comprehension		X	
Reads new texts with inferential comprehension		X	
Responds to literature in a variety of ways (comments, makes connections, shows appreciation)		X	
Reads with fluency		X	
Reads with expression		X	

Established = has met grade-level expectations

Developing = making progress toward grade level

Not Yet = not making adequate progress

Comments on Reading:

Robert is interested in many subjects. However, he will read his Harry Potter books during free, recess time and at home. He works very diligently on understanding the vocabulary and concepts in the Harry Potter's books. However, there are many passages in which he passes over because he does not understand the material. Over the course of the semester, he does not choose any other books or topics to read. He struggles when asked to sound out unfamiliar words, even if they contain familiar elements. He has recently resisted reading out loud, and has started to have trouble concentrating in small reading groups.

Exercise 2: Mathematics

Introduction

In this exercise, you will use your knowledge of mathematical concepts and processes to apply these concepts to real-world applications. You will be asked to respond to four prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a deep understanding of math concepts and processes;
- an accurate identification of the student's math misconception/difficulty and a sound and developmentally appropriate instructional strategy to support the student's learning and
- a well-developed instructional strategy that is clearly linked to real-world applications and appropriately addresses the student's needs

Stimulus:

Proportion: three red sweets and two blue sweets.

Third graders were asked what proportion of the sweets is blue. Most of them answered, "2/3."

Prompts:

1. Identify the Mathematical misconception/difficulty of this student work sample.
2. What fundamental concepts are prerequisites for this student at this grade level in order to learn this skill?
3. Based on real-world applications, state your goal for an instructional strategy or learning experience to help this student. Plan a learning experience or instrumental strategy based on this goal that would further the student's understanding of this math concept.
4. What materials would you use to teach those prerequisites to this child? Provide a rationale for your choice of materials.

Exercise 3: Science

Introduction

In this exercise, you will provide an accurate and detailed description of the scientific concept in relation to the “big idea” in science. You will be asked to respond to four prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate explanation of the scientific concept in relation to the “big idea” that is detailed and thorough
- a detailed description of the planning of the inquiry activity to state well-developed goals and a detailed description of a scientific inquiry experience to further student understanding of the concept,
- describe appropriate tools, technology, and/or equipment that would help further student understanding of the connection between the topic and the investigation.
- A rationale for the choice of tools, technology, and/or materials is effective and strong.

Scenario

Third grade students asked, “Why isn’t the eye only for sight and the brain is only for thinking?”

Prompts

1. Give an accurate and detailed explanation of the scientific concept in relation to the “big idea.”
2. Given the students’ responses, provide an in-depth description of the planning of the inquiry activity that is tightly connected to further student understanding of the scientific concept.
3. Provide the learning goal, student and teacher activity and the tools, technology, and/or materials that is informed and substantive
4. Give a rationale for the choice of tools, technology, and/or materials that is effective and strong.

Exercise 4: Social Studies

Introduction

In this exercise, you will demonstrate your knowledge of a social studies concept and your ability to use multiple strategies, resources, and assessment methods to develop these concepts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- All parts of the exercise are responded to fully and accurately
- Statements of three learning objectives for the instructional sequence are insightful and complete
- Description of prior knowledge about the concept that is developmentally appropriate for these students is informed and substantive
- Choice of materials or resources to help student understanding is logical and thorough
- Rationale for choice of materials or resources is effective and strong
- Evaluation of student understanding of the learning objectives is appropriate and in depth.

Some third graders asked, “Why is the ice melting at the North Pole?”

Prompts:

1. Plan an instructional sequence on interdependence, resources, and conversations using the above scenario.
2. Discuss the methods of assessments and give three learning objectives. Discuss the prior knowledge of the students.
3. Give a rationale for all materials and resources used in your instructional sequence.

Exercise 5: Children's Play

Introductions

In this exercise, you will demonstrate an ability to identify significant aspects of child development in regard to children's play and identify your role in supporting that development. You will describe the children's social/emotional and cognitive development, the impact of this play on your teaching and the ways in which you will support and extend the children's cognitive development through a play scenario.

Criteria for Scoring:

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

1. All parts of the exercise are responded to fully and accurately.
2. Description of two significant aspects of the children's social/emotional development learned through observation is insightful and thorough
3. Explanation of the importance of the two aspects to teaching is effective and complete
4. Discussion of observations of the group or individual children is tightly connected and logical
5. Examples used to illustrate these observations were appropriate and substantive
6. Description of two strategies to support and extend the children's cognitive development is informed and thorough
7. Rationale for these strategies is unambiguous
8. Examples to illustrate the inference are appropriate and substantive.

Scenario

The three year olds are inside their class. The room has listening, reading, and a fish aquarium, a play area with hats, clay/paint and wooden block centers. Michael likes to repeat words and sounds when he listens to stories at the listening center. Sally speaks in phrases such as, "Mommy cooking." Richard is having trouble putting together a six-piece puzzle. Paco thinks that cats, dogs, and pigs are the same animals. Charlie is playing with Alyssa on building a tower and runs to listen with Michael, and then runs to help Richard.

Prompts:

1. Identify significant aspects of child development in regards to children's play.
2. Explain your role in supporting that development.
3. Describe the children's social/emotional and cognitive development.
4. Describe the impact of this play on your teaching.

Exercise 6: Physical Education, Health, and Safety

Introduction

In this exercise, you will use your knowledge of physical education, health and safety to demonstrate a rich and detailed understanding of a fundamental health topic and of the methods needed to teach the topic at an appropriate developmental level, to provide a developmentally appropriate goal and a rich and detailed learning experience that is related to the goal and to give a detailed and appropriate rationale that supports the stated goal.

You will be asked to respond to three prompts

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent and convincing evidence of the following:

- a rich and detailed understanding of a fundamental health topic
- an accurate identification and description of a major content component that is developmentally appropriate for teaching the health topic
- an accurate description of a developmentally appropriate goal and learning experience to enhance the understanding of one component previously described is tightly connected and effective
- give a rationale for the selection of the goal for these students is appropriate and logical

Stimulus

Your 2nd grader boys only like to play kickball. The girls say that playing sports will break their nails and mess up their hair.

Betty, Vy, Joan and Ailisha wear jelly shoes and dresses to school everyday. During P.E. time, they will not participate because they do not want to get their clothes dirty. Pete, Sam, and Dan will not let anyone on their team play kickball because they run and take over where ever the ball is kicked. The boys constantly bicker over the final score and cannot determine who wins the games. Marie and Janet will only jump rope and will not participate in any other sports.

All of the students like to watch professional basketball games.

Prompts:

1. Identify and describe the major health components that are developmentally appropriate for teaching to a health topic related to the above stimulus.
2. Describe a developmentally appropriate goal and learning experience that is tightly connective and effective to enhance the understanding of one component previously taught.

3. Give an appropriate and logical rationale for the selection of the goal for the student.