EDUC 312: Practicum 2/Technology Applications: Spring 2016
TUTOR CHECKLIST

NOTE: Your Mentor Teacher must initial each completed activity listed below and place his/her signature at the end of the document. At the end of the semester this must be submitted with your other documentation in order to receive your grade for EDUC 312.

EDUC 312: Practicum 2 Expectations:

_____ Microteaching: Plan an instructional activity that involves the incorporation of a technology at your PDS. Then, teach/present your activity to a group peers in the seminar.

_____ Prezi presentation: Complete a “Prezi” about the integration of 21st Century Learning in your tutoring experience. Your presentation will be based upon reflections on your observations and experiences with the integration of instructional technologies in teaching. All materials related to the Prezi must be saved on your LiveText account. (Consult instructor of Technology related seminars for due dates.)

_____ Prezi feedback from your PDS: Present your Prezi to faculty at your PDS. Faculty will provide feedback to you using a provided form. (Consult instructor of Technology related seminars for due dates.)

_____ Tutor Activity Forms: Complete a minimum of three (3) Tutor Activity Forms (*See list of suggestions below) during this semester. (Timeframe: By April 21.)

_____ Participant Observation: Make arrangements to observe a participant in your PDS. (If there are no “Participants” available, please observe your mentor teacher.) Use the classroom management guide on the EDUC 312 web site to organize your notes about the observation. Conduct a debriefing meeting with the “Participant” to reflect on the guide. (Timeframe: Between February 15 and April 15. ... Submit your completed observation guide to the Five-Year Program office [606 Allen Hall] by April 21.)

_____ Portfolio Development – During this semester, you will begin to develop your exit portfolio by promoting evidence of your development as a teacher. Your vignette may include designing and teaching lessons, interacting with students, assessing their learning, etc. In order to complete this assignment you may need to collect data from your PDS including, but not limited to: videotapes of your teaching, student work samples, pictures, lesson plans, observation feedback, etc. (Consult your Small Group facilitator for clarification support if/as needed.)

EDUC 400: Instructional Design & Evaluation Expectations:

_______ 1. Lesson – (Focus on Formative Assessment) Design, teach, and reflect on a lesson which focuses on formative assessment. Plan and design the lesson as part of EDUC 400, teach the lesson in your PDS, reflect on the lesson, and analyze student thinking/learning data collected from the lesson in order to assess the effectiveness of your teaching and to make plans for future teaching. (Refer to EDUC 400 syllabus for due dates/deadlines.)

_______ 2. Teaching Exploration Assignment: Learner Profile: Assignment 1: Learner Profile-You will identify 3 students in your classroom, refer to your host teacher for assistance. Discuss the students with your host teacher. Observe the students in the classroom setting. Finally, set up time to speak with the students. There will be a 1-page paper associated with this assignment.

_______ 3. Teaching Exploration Assignment: Host teacher conversation: With your host teacher, identify a specific lesson and discuss the planning and objective of the lesson. You will then observe the lesson. There will be a 1-page paper associated with this assignment.

_______ 4. Teaching Exploration Assignment: Assessment: What kinds of assessments do you use most often? Why? In your entry, review 2 artifacts of student work from different content areas. Discuss what It tells you. Review the assignment, does the assessment reflect the learning? This must
5. **Video Analysis**: Individually, you will review a lesson that you have captured on video. There will be a paper associated with this assignment.

6. **EDUC 600: Teacher as Researcher (Small Group Seminar) Expectations**:

1. **Attend seminars related to Inquiry** as noted on the EDUC 312/600 Syllabus for the Class of 2018 and the Seminar Schedule.* You will be required to bring data with you to some of the seminar sessions. Required data may include your observation notes, lesson plans, videotapes of your teaching, pictures, student work samples, etc.

2. **Inquiry of Context** – you will gather data which may include observations, pictures, video, interviews, student work samples, lesson plans, etc. (*Consult your Small Group facilitator for detailed assignment descriptions and due dates.*)

3. **Teacher Researcher Notebook** – Use your notebook as a space to play with the ideas you find in what you read and discuss with others and consider how theory, research, and your own experiences in schools might inform your current and future teaching practices. Observe and analyze the real world of your classrooms, critically reflect on your observations and interactions, and consider what you experience from multiple perspectives. This notebook is a place to begin to connect, modify, elaborate, question, and transform **what you know, what you are learning, and who you will become as a teacher**.

4. **Practitioner Inquiry Celebration** – Sign up (*in advance*) for, and attend two (2) **afternoon** sessions at the Inquiry Celebration scheduled for April 22, 2016. Provide feedback to presenters on the forms provided at the Celebration.

**Required Tutor Activities for EDUC 460: Foundations of Language and Literacy (Elementary Only)**

1. Classroom Read Aloud: Read a book to a small group/whole class and lead a discussion around the text. (*Due Date: Class sections vary/consult instructor*)

*Suggested Tutor Activities: The following list represents a sampling of activities that would be appropriate for Tutors to complete during the spring semester.*

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Attending PDS orientations, seminars, school meetings</td>
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<td>Observing classrooms for management, planning, student evaluation techniques, etc.</td>
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<tr>
<td>Becoming familiar with texts, technologies or CSOs used</td>
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<tr>
<td>Getting acquainted with students</td>
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<tr>
<td>Creating activities or materials which introduce you to the students</td>
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<tr>
<td>Becoming familiar with lesson plan formats</td>
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<td>Assisting individual students in the classroom during instruction</td>
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<td>Managing a learning station or center</td>
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<td>Reading aloud</td>
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<tr>
<td>Partnering with a child during an indoor recess</td>
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<tr>
<td>Conducting one-on-one or small group tutoring sessions</td>
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<td>Providing small group enrichment</td>
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<tr>
<td>Organizing a game for a classroom during recess</td>
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<td>Completing assignments related to EDUC 600: Teacher as Researcher</td>
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<td>Designing and implementing tutoring or small group lesson</td>
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<td>Recording a classroom discussion</td>
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<td>Observing, noting, and/or putting up bulletin boards in the building</td>
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<td>On the advice of your mentor teacher, observing teachers demonstrating areas of expertise</td>
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<td>Assisting students in making up work missed due to absences</td>
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[Continued on next page]
**Suggested Tutor Activities [Continued]:**

- Assisting students in creating an audio tape of their reading
- Creating a list of extracurricular activities offered by the school
- Reading aloud tests
- Assisting ESL students with language skills
- Assisting with a learning game
- Assisting in the computer or science lab
- Monitoring a test
- Assembling materials for a lesson, game, or lab
- Assisting with supervisory duties (lunch duty, bus duty, recess duty, field trip, etc.)
- Assisting with journal activities
- Observing or discussing practice with an intern
- Other ____________________________
- Other ____________________________

**Additional course requirements/Due dates (Refer to specific course syllabi for details):**

- Course: _______ : ____________________________________________
- Course: _______ : ____________________________________________
- Course: _______ : ____________________________________________

**Preparation for Fall semester (To be completed by no later than April 21):**

- Revisit the Five-Year Teacher Education Program Student Handbook pertaining to expectations of “Participants” during the Fall semester, then **schedule a meeting with a Student Advising** representative for the purpose of **scheduling courses accordingly**.

- Visit with your Mentor Teacher for the forth-coming Fall semester (Practicum 3) to introduce yourself (*if needed*) and begin discussing plans for that semester’s activities.

Specify topics discussed and date:

- ____________________________________________ Date: __________
- ____________________________________________ Date: __________
- ____________________________________________ Date: __________

**Signatures:**

- ____________________________ Date: __________
  Tutor

- ____________________________ Date: __________
  Mentor Teacher

- ____________________________ Date: __________
  PDS Teacher Education Coordinator