EDN 589 Spring 2021

Learning Engagements

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| **Learning Engagement** | **Course Goals for the assignment** | **Product due date** | **Assessment criteria** |
| Readings and Viewings: A list is included in Canvas. These readings should be done prior to the week’s class. Some will be presented by the instructor, others will be presented by class members and still others are for receptive understanding | Inform teaching and learning regarding coach | Ongoing | Class participation and engagement |
| Participate in discussion board as assigned. | Engagement in topic | As assigned, 2 entries per topic | Engagement beyond knowledge level responses |
| With a partner, present two articles on assessment to class through assigned class meeting. Provide guiding questions the week prior to the presentation. Facilitate discussion of class. These presentations will be considered resources for the assessment paper. | Explore assessment tools | Ongoing through the semester, dates to be chosen by student | Preparation and organizing for peer collaboration and engagement |
| Tutor one child in literacy growth and development for a total of 10 hours. This tutoring assignment may be virtual, face to face, or a combination of the two. Create a portfolio. | Work with one child to identify areas for intervention and extension. Document process. Communicate with parent/caregiver regarding carrying on intervention/extension. | Submit portfolio with all required elements by April 20, 11:59 PM | Tutor school age child 10 hours. In the portfolios include completed assessments, socio-cultural context map (Bronfenbrenner), parent communications (2), intervention plan, and reflection.  The letter to the parents will include information on how to continue the practices you had successfully begun with the tutee. |
| Video yourself teaching…this may be small group, whole group or individual instruction. This teaching video may be to a live group or as in an asynchronous lesson. Submit through Discussion Board. Review peer comments and write reflection. Use Atlas videos as sample commentary. Include video clip in submission. | Highest form of reflection on teaching | To Discussion Board: Feb 15, 2021  Written submission  March 3, 2021  (Canvas Assignment) | Include video clip in submission with written reflection that includes comments from your discussion board group where it was shared.  Use Schon’s highest form of reflection in your commentary. |
| Observe peer tutoring session. (a.) Observation should include anecdotal notes with critical coaching plans. (b.) Conference with peer. Provide anecdotal notes and plans. Leave conference with to-do steps recorded for peer. (c) Reflect on experience of being a coach. Submit reflection 1 *on being the coach.* | Coach using constructive critical feedback.  Reflect on the coaching experience. | Submit reflection 1 *on being the coach* by March 16, 2021 5:00 PM. | Use Schon’s highest form of reflection in your commentary. |
| Be coached. Participate as above but with roles reversed. Be observed. Conference. Take feedback and adjust tutoring as needed. Reflect on experience of being coached. Submit reflection 1 *on being coached.* | Experience coaching by peer using constructive critical feedback.  Reflect on the coaching experience. | Submit reflection 1 *on being coached* by March 16, 5:00 PM. | Use Schon’s highest form of reflection in your commentary. |
| Write a formal paper on Assessment. Include a minimum of 3 resources, using APA format for in-text and post-text citations. You may write this paper from a first person stance or third person perspective. Present work in class. | Reflect and analyze assessment from macro and micro levels.  Write paper to express views on assessments.  Present paper to class. | This paper and presentation are due on March 30, 2021. | 3 resources, APA format, sharable file |