

Joanna Allen

November, 2010

To: P-3 Certification Candidates & Dual P-3/K-5 Certification Candidates

From: Early Childhood Education Faculty (JS, SM, LW, HS, KRS, VF, MD, CG, MC)

Re: Portfolios

Thank you for submitting your portfolio on-time. The amount of time and effort you put into them was obvious to us. We enjoyed reviewing and learning more about the many interesting and appropriate things you are doing with students. It has been rewarding to see your growth as a teacher and the application of what you have been learning in the coursework.

You will find with your portfolio a *P-3 Portfolio Rubric*. This includes the required elements of the portfolio and comments. We also included post-its/notes where necessary in the portfolio itself. Any item that is *Target* or *Acceptable* is considered as not requiring resubmission. Any item checked *Unacceptable* must be revised and resubmitted. We also may have made comments and suggestions to improve your portfolio as a document of your competence as a teacher.

In order for us to submit grades, you need to return your revisions no later than December 2, (both Undergraduates & Alt Rte candidates). Unless noted differently below, drop off your revisions December 2 **by 5:00 p.m. on your cohorts due date**. To safeguard your materials, we suggest that you submit your materials to one of us in person. Please note, we cannot be responsible for materials left in our mailboxes or with other faculty. Your portfolios will then be available for pick-up on December 9. Thank you again for all your hard work.

No revisions needed.

Resubmit entire portfolio with revisions made by ~~5:00 p.m. on April 27~~

Revisions noted may be emailed as attachment by ~~5:00 p.m. by April 27~~ to

Other:

P-3 Portfolio Rubric

In order for the portfolio to be rated Target, the student must receive Target in at least 14 of the 18 categories. In order for the portfolio to be rated Acceptable, the student must receive a minimum of Acceptable in each of the categories and no ratings of Unacceptable.

Name: *Joanna Allen*

Rating: *Exemplary*

Date: *11/16/10*

	Target	Acceptable	Unacceptable	Comments
Organization	Well organized binder, tabs done on word processor, User friendly easy to locate various sections	Clearly organized into various sections with tabs	Poorly organized No tabs or tabs not easily usable Sections are not well defined	<i>Beautifully organized + presented</i>
Presentation	Original, yet professional	Neat; Professional; Clear	Appears messy	
Grammar & Style	All writing is well constructed with few or no errors in spelling, punctuation, grammar & style	Proofread; Standard English; Spelling, some minor errors in punctuation, grammar &/or style	Many errors in grammar, punctuation, and/or spelling. Writing is not appropriate for a teacher	
Cover Sheet		Professionally appropriate	No cover sheet, or cover sheet does not look professional	
Table of Contents		Organized; appropriate headings	Table of Contents is missing or is not helpful and unorganized	
Resume	Original, but not cute, well organized, includes education, experience, and appropriate personal information, visually appealing, no errors in spelling, punctuation, grammar & style	Organized, professional, includes education, experience, and appropriate personal information, no errors in spelling, punctuation, grammar & style	Not well organized and/or lacks information about education, experience, etc., contains errors in spelling, punctuation, and/or grammar & style	
Transcripts, Licenses, Background checks		Included	Some or all are missing	
Philosophy Statement	Clear, articulate; personalized. Several references to theory, with 3 or more citations. Discusses how children learn, implications for teaching. Discusses (at least 4 of the 7 topics) examples of optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism.	Clear, articulate; personalized. 1-2 citations referenced to theory. Discusses how children learn, implications for teaching. Discusses (at least 2 of the 7 topics) examples of optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism.	Statement is not well constructed. Fewer than 2 citations are included with little or no connection to the following topics: examples or optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism.	<i>Well written</i>

	Target	Acceptable	Unacceptable	Comments
Promoting Child Development and Learning: Overview Statement	1-2 pages in length, Statement demonstrates clear understanding of young children's characteristics and needs, influences on learning & development, and how to create optimal learning environments	1-2 pages in length, Statement demonstrates beginning understanding of young children's characteristics and needs, influences on learning & development, and how to create optimal learning environments	Statement is less than 1 page and/or does not demonstrate beginning understanding of all of the following topics: young children's characteristics and needs, influences on learning & development, and how to create optimal learning environments	
Artifacts	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Building Family and Community Relationships: Overview Statement	1-2 pages in length, Statement demonstrates clear understanding of value, importance and complexity of the role of families and communities in children's learning.	1-2 pages in length, Statement demonstrates clear understanding of value, importance and complexity of the role of families and communities in children's learning.	Less than 1 page and/or does not demonstrate beginning understanding of value, importance and complexity of the role of families and communities in children's learning.	
Artifacts	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Observing & Documenting: Overview Statement	1-2 pages in length, Statement demonstrates clear understanding of goals, benefits, and uses of assessment; systematic observation, documentation, and other effective assessment strategies	1-2 pages in length, Statement demonstrates beginning understanding of goals, benefits, and uses of assessment; systematic observation, documentation, and other effective assessment strategies	Less than 1 page and/or does not demonstrate beginning understanding of goals, benefits, and uses of assessment; systematic observation, documentation, and other effective assessment strategies	
Artifacts	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Teaching & Learning: Overview Statement	1-2 pages in length, Statement demonstrates clear understanding of relationships with children and families, effective approaches to teaching and learning, including the content areas and designing curriculum.	1-2 pages in length, Statement demonstrates beginning understanding of relationships with children and families, effective approaches to teaching and learning, including the content areas and designing curriculum.	Less than 1 page and/or does not demonstrate beginning understanding of relationships with children and families, effective approaches to teaching and learning, including the content areas and designing curriculum.	

	Target	Acceptable	Unacceptable	Comments
Artifacts-Connecting w/Children & Families	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Artifacts- Using developmentally effective approaches	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Artifacts- Understanding content knowledge	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Artifacts – Building meaningful curriculum	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Becoming a Professional: Overview statement	1-2 pages in length, Statement demonstrates clear understanding of ethics, professional standards, advocacy, and professional development.	1-2 pages in length, Statement demonstrates beginning understanding of ethics, professional standards, advocacy, and professional development.	Less than 1 page, and does not demonstrate beginning understanding of ethics, professional standards, advocacy, and professional development.	
Artifacts	Min. 2; annotation; exemplary artifacts	Min. 2; annotation; relevant	Less than 2 and/or developmentally inappropriate artifacts	
Performance Evaluations		Included	Not included	
Achievements		Relevant	Not included	

General Comments: Joanna, your portfolio was a joy to read! Your writing was excellent & your artifacts were great examples of your wonderful work with students.

Dr. James Strasser
 Evaluator's Signature

 Evaluator's Signature

“Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding.”

- William Arthur Ward

Throughout my journey as a student I have experienced a variety of educators with different methods of teaching. There has been both the teacher that has just shared information and expected the student to absorb it, and the teacher that has shared information in ways that influenced and inspired me to learn. When I become an educator I want to be remembered as the teacher who inspired their students; the teacher who instilled a passion for learning into each and every student; the teacher who made a difference.

Table of Contents

Cover Sheet

Table of Contents

Resume

Transcripts

License and Criminal Background Check

Philosophy

Standard 1- Promoting Child Development and Learning

Standard 2- Building Family and Community Relationships

Standard 3- Observing, Documenting and Assessing to
Support Young Children and Families

Standard 4- Teaching and Learning

Standard 4a- Connecting with Children and Families

Standard 4b- Using Developmentally Effective Approaches

Standard 4c- Understanding Content Knowledge in Early Education

Standard 4d- Building Meaningful Curriculum

Standard 5- Becoming a Professional

Performance Evaluation

Professional Achievements

Other

JOANNA R. ALLEN

Address: 50 N. Quail Hill Blvd. Galloway, NJ 08205

Email: allenj@student.wpunj.edu

Mobile Phone: 609.338.7713

CAREER OBJECTIVE

A position as an early childhood education teacher for grades preschool through grade 5.

EDUCATION

William Paterson University, Wayne, NJ 07470

Bachelor of Arts, Early Childhood Education and Psychology, January 2011

Cumulative GPA: 3.77 Major GPA: 3.932

CERTIFICATION

Certificate of Eligibility with Advanced Standing (P-3)

Certificate of Eligibility with Advanced Standing (K-5)

HONORS

Trustee Scholarship: Awarded for the Fall 2006 – Spring 2010 semesters

Dean's List: All semesters (Fall 2006 – present)

Kappa Delta Pi International Honor Society in Education

LICENSES

NJ Substitute's License

- Substitute teacher for the Galloway Township Public Schools in Galloway NJ
- Issued on August 18, 2009 Expires on January 2, 2015

RELATED EXPERIENCE

Jefferson Elementary School

Hawthorne, NJ

Student Teacher- First Grade

9/10 – 12/10

- Progressively assumed full teaching and planning responsibilities
- Administered assessments including running records and diagnostic assessments
- Created interactive lessons through the use of the Smart Board
- Collaborated with special education teacher to modify mainstream lessons
- Implemented individual and whole group behavior modification plans for classroom management
- Commended by university supervisor for creating a stimulating and inviting learning Environment
- Attended faculty meetings, weekly grade level meetings, conferences, and a Professional Development Day on a new reading series being implemented into the classrooms; Houghton Mifflin's Journeys

Packanack Elementary School

Wayne, NJ

Practicum Teacher- Second Grade

2/10 - 5/10

- Taught full class lessons aligned to the New Jersey Core Curriculum Content Standards
- Performed a child study using NJ's Early Learning Assessment System
- Implemented Houghton Mifflin's Everyday Mathematics into the classroom
- Developed lessons geared to a variety of learning styles using Gardner's Theory of Multiple Intelligences

Passaic School #16

Practicum Teacher- Pre-K

Passaic, NJ

9/09 – 12/09

- Taught small group and large group lessons using the High Scope Curriculum
- Planned and implemented lessons aligned to the New Jersey State Department of Education Preschool Teaching and Learning standards
- Worked with the students individually and in small group during their center time
- Assessed students using rubrics and anecdotal notes

PROFESSIONAL MEMBERSHIPS

National Association for the Education of Young Children, Member

New Jersey Association for the Education of Young Children, Member

New Jersey Education Association, Member

MEMBERSHIP AFFILIATIONS

Phi Sigma Sigma National Fraternity

Initiated Spring 2007

- In the position of philanthropy chair organized the event "Rocktober Fest" in October of 2009 to raise money for the National Kidney Foundation
- Held the executive position of Sister Development Chair to oversee the new member process
- Recorded the details of social events, academic progress, and finances for the sorority as Historian
- Participated in additional philanthropy events including the Breast Cancer Walk in October of 2007, Relay for Life in April of 2009, and a winter clothing drive in November of 2008

SKILLS AND INTERESTS

Computer:

- Proficient in Microsoft Word, Excel, PowerPoint, and Internet research
- Experience with Smart Board and online lesson planning using On Course
- Experience using Power Teacher

Additional Interests: Photography, movies, music, soccer and spending quality time with family and friends

Transcript Data

STUDENT INFORMATION

Curriculum Information

Current Program

Bachelor of Arts

Program: BA Early
Childhood w/K-
5 Cert

College: Education

**Major and
Department:** Early
Childhood,
Elem & Early
Child Educ

**Major
Concentration:** Elementary
Education

Secondary

**Major and
Department:** Psychology,
Psychology

This is NOT an Official Transcript

DEGREES AWARDED

Sought: Bachelor of **Degree Date:**
Arts

Curriculum Information

Primary Degree

Program: BA Early Childhood w/K-5 Cert

Major: Early Childhood

Concentration: Elementary Education

Secondary

Major: Psychology

Attem pt	Pass ed	Earn ed	GPA	Qualit y	GPA
Hours	Hours	Hours	Hours	Point	

S

Institution: 128.50 128.50 128.5 126.5 476.9 3.770
 0 0 00 00 50

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program: BA Psychology

Major: Psychology

Attem	Pass	Earne	GPA	Qualit	GPA
pt	d	d	Hours	y	GPA
Hours	Hours	Hours		Point	
				s	

Institution: 84.000 84.000 84.00 82.00 309.6 3.776
 0 0 00

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program: BA Early Childhood w/K-5 Cert

Major: Early Childhood

Major Elementary Education

Concentration:

Attem	Pass	Earne	GPA	Qualit	GPA
pt	d	d	Hours	y	GPA
Hours	Hours	Hours		Point	
				s	

Institution: 65.000 65.000 65.00 63.00 239.3 3.798
 0 0 00

TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-

Fall 2006 ADVANCED PLACEMENT
 40:

Subject	Course	Title	Grade	Credi	Quality	Points	R
				t			
				Hours			
PSY	110	GENERAL	TR	3.000		0.000	

PSYCHOLOGY

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	0.000	3.000	0.000	0.000	0.000

Unofficial Transcript

INSTITUTION CREDIT -Top-

Term : Fall 2006

Major: Mathematics
Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
AACS	150	UG	RACISM AND SEXISM IN US	A-	3.000	11.100
ANTH	130	UG	INTRO TO ANTHROPOLOGY	A-	3.000	11.100
ENG	110	UG	WRITING EFFECTIVE PROSE	B	3.000	9.000
PHIL	110	UG	INTRO TO PHILOSOPHY	A-	3.000	11.100
SOC	101	UG	PRINCIPLES OF SOCIOLOGY	A-	3.000	11.100
WPU	101	UG	FIRST YEAR SEMINAR	B+	1.500	4.950

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.500	16.500	16.500	16.500	58.350	3.536
Cumulative:	16.500	16.500	16.500	16.500	58.350	3.536

Unofficial Transcript

Term : Spring 2007

Major: Mathematics

Additional Standing:		Dean's List					
Subject	Cour se	Lev el	Title	Grade	Credi t Hours	Quali ty Point s	R
COMM	101	UG	INTRO TO THEATER	A	3.000	12.000	0
HIST	101	UG	FOUND OF WESTERN CIV	B+	3.000	9.900	
MATH	110	UG	CONTEMPORARY MATH	A	3.000	12.000	0
PSY	230	UG	HISTORY/SYSTEMS PSYCH	A-	3.000	11.100	0

Term Totals (Undergraduate)

	Attem pt Hours	Pass ed Hours	Earn ed Hours	GPA Hours	Qualit y Point s	GPA
Current Term:	12.000	12.000	12.000	12.000	45.000	3.750
		0	0	0	0	
Cumulative:	28.500	28.500	28.500	28.500	103.350	3.626
		0	0	0	50	

Unofficial Transcript

Term : Fall 2007

Major: Mathematics

Additional Standing: Dean's List

Subject	Cour se	Lev el	Title	Grade	Credi t Hours	Quali ty Point s	R
ANTH	202	UG	FOUNDATIONS TEACH ANTH OF ED	A	3.000	12.000	0
MATH	111	UG	ALGEBRA & GEOM W/APPLICATIONS	A	3.000	12.000	0
PSY	202	UG	EXPERIMENTAL I:APPL STAT	A	4.000	16.000	0
PSY	210	UG	DEVELOPMENTAL PSYCH	A	3.000	12.000	0
SPAN	110	UG	BASIC SPANISH I	A	3.000	12.000	0

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	16.000	16.000	16.000	64.000	4.000
		0	0	0	0	
Cumulative:	44.500	44.500	44.500	44.500	167.300	3.761
		0	0	0	50	

Unofficial Transcript

Term : Spring 2008

Major: Psychology**Additional Standing:** Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
COMM	110	UG	COMMUNICATION IN ACTION	A-	3.000	11.100
						0
CS	215	UG	COMPUT INFO TECH FOR EDUCATORS	A-	3.000	11.100
						0
PSY	351	UG	ABNORMAL PSYCHOLOGY	A-	3.000	11.100
						0
PSY	354	UG	PSYCH OF LEARNING	B+	3.000	9.900
SPAN	111	UG	BASIC SPAN II	A-	3.000	11.100
						0

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	54.300	3.620
		0	0	0	0	
Cumulative:	59.500	59.500	59.500	59.500	221.600	3.725
		0	0	0	50	

Unofficial Transcript

Term : Summer I 2008

Major: Psychology

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BIO	114	UG	APPLIED A & P	A	4.000	16.000	0

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	4.000	4.000	4.000	4.000	16.000	4.000
Cumulative:	63.500	63.500	63.500	63.500	237.650	3.743

Unofficial Transcript

Term : Fall 2008

Major: Early Childhood
Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
CIEC	213	UG	TECHNOLOGY IN EC ED	A	2.000	8.000	
CIED	203	UG	TEACHING AS PROFESSION	A-	3.000	11.100	0
HIST	102	UG	THE WEST AND THE WORLD	B+	3.000	9.900	
PSY	203	UG	EXPERIMENTAL II:RESEARCH METH	A	4.000	16.000	0
PSY	325	UG	PSYCH OF FAMILY	A-	3.000	11.100	0
PSY	344	UG	SCHOOL AGE YRS - MID CHILDHOOD	A	3.000	12.000	0

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	18.000	18.000	18.000	18.000	68.100	3.783

		0	0	0	0	
Cumulative:	81.500	81.50	81.50	81.50	305.7	3.752
		0	0	0	50	

Unofficial Transcript

Term : Spring 2009

Major: Early Childhood

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ASN	350	UG	BUDDHIST PHILOSOPHY	B+	3.000	9.900	
BIO	130	UG	FIELD BIOLOGY	B	4.000	12.000	
ENG	150	UG	INTRO TO LITERATURE	A	3.000	12.000	
PEGE	150	UG	FITNESS FOR LIFE	A	3.000	12.000	
PSY	220	UG	SOCIAL PSYCHOLOGY	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	16.000	16.000	16.000	57.900	3.619
		0	0	0	0	
Cumulative:	97.500	97.500	97.500	97.500	363.650	3.730
		0	0	0	50	

Unofficial Transcript

Term : Fall 2009

Major: Early Childhood

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
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ARTH	240	UG	MODERN ART I	A	3.000	12.000
CIEC	200	UG	EARLY CHILDHOOD FIELD EXP I	P	1.000	0.000
CIEC	210	UG	EARLY CHILDHD CLASSROOM ENVIR	A-	2.000	7.400
CIEC	220	UG	EMERGENT LITERACY IN EC EDUC	A	2.000	8.000
PSY	290	UG	CHILD ABUSE/NEGLECT	A	3.000	12.000
PSY	353	UG	PHYSIOLOGICAL PSYCHOLOGY	A	3.000	12.000

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	14.000	14.000	14.000	13.000	51.400	3.954
Cumulative:	111.500	111.500	111.500	110.500	415.050	3.756

Unofficial Transcript

Term : Spring 2010

Major: Early Childhood

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
CIEC	300	UG	PRACT IN EC EDUCATION	P	1.000	0.000
CIEC	310	UG	INCLUSION, ELL, DIFF LEARNER	A	2.000	8.000
CIEC	330	UG	CURR I: LA& SS INTEG ASSMNT	A	3.000	12.000
CIEC	351	UG	MATH & SCIENCE IN ECE	A	2.000	8.000
CIEC	365	UG	CREAT ARTS & CH LIT IN ECE	A	2.000	8.000
CIEE	326	UG	SCI METH/ASSESS K-5	A	2.000	8.000
CIEE	329	UG	MATH METH/ASSESS K-5	A	2.000	8.000
PSY	480	UG	SEMINAR IN PSYCH	B+	3.000	9.900

Term Totals (Undergraduate)

	Attem pt Hours	Pass ed Hours	Earne d Hours	GPA Hours	Qualit y Point s	GPA
Current Term:	17.000	17.000	17.00	16.00	61.90	3.869
			0	0	0	
Cumulative:	128.50	128.50	128.5	126.5	476.9	3.770
	0	0	00	00	50	

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attem pt Hours	Pass ed Hours	Earne d Hours	GPA Hours	Qualit y Point s	GPA
Total Institution:	128.50	128.50	128.5	126.5	476.9	3.770
	0	0	00	00	50	
Total Transfer:	3.000	0.000	3.000	0.000	0.000	0.000
Overall:	131.50	128.50	131.5	126.5	476.9	3.770
	0	0	00	00	50	

Unofficial Transcript

COURSES IN PROGRESS -Top-

Fall 2010

Major: Early Childhood

Subject	Cour se	Lev el	Title	Credit Hours
CIEC	368	UG	CURR PLANNIN & ASSESS IN ECE	2.000
EDUC	414	UG	STUDENT TEACH INTERN P-3	10.000

Unofficial Transcript

State of New Jersey
DEPARTMENT OF EDUCATION

PO BOX 500
TRENTON, NEW JERSEY 08625-0500

Note: If blue State seal background
is not present, this is a
photocopy

06/03/2009

JOANNA R GRUNDE-ALLEN
50 NORTH QUAIL HILL BLVD
GALLOWAY, NJ 08205

YOU MUST PROVIDE A COPY OF THIS APPROVAL LETTER TO YOUR EMPLOYER.

Your request for criminal history record processing has been completed. The information submitted by you through the educational facility or authorized school bus contractor has been searched by the New Jersey State Police and the Federal Bureau of Investigation. As a result of that process, you are approved for school employment in accordance with *N.J.S.A. 18A:6-7.1; N.J.S.A. 18A:39-19.1 or N.J.S.A. 18A:6-4.13.*

JOANNA R GRUNDE-ALLEN
50 NORTH QUAIL HILL BLVD
GALLOWAY, NJ 08205
01 - ATLANTIC
1690 - GALLOWAY TOWNSHIP

PCN: 495304012068

A notice of qualification has been forwarded to the educational facility or authorized school bus contractor making the request for your criminal history record check. If you are a substitute teacher working under a county substitute certificate, a notice of qualification has been forwarded to the county superintendent's office that issued your certificate. Please retain possession of this letter as proof that you have completed the statutory requirements for the employer that submitted your fingerprints.

School bus drivers must be printed upon initial application for a school bus driver's endorsement and each time their driver's license is renewed. All other persons must undergo the record check upon any change in employment from one educational facility to another.

If you have any questions, please call the Criminal History Review Unit at (609) 292-0507.

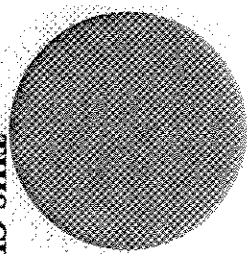
Sincerely,



Carl H. Carabelli, Manager
Criminal History Review Unit

Number 356841

**SUBSTITUTE TEACHER'S CREDENTIAL
STATE OF NEW JERSEY**



THIS CERTIFIES THAT

Joanna R. Grunde-Allen
Name

XXX-XX-5736
SSN Last Four Digits

is entitled to act as a substitute teacher Grades K - 12

in the public schools of New Jersey.

Issued this 18th day of August, 2009, in the county of Atlantic.

This certificate will expire in five years from the first day of July
or the second day of January next following the date of issuance.

THIS CERTIFICATE IS VALID UNTIL January 2, 2015

Thomas R. Powell
County Superintendent of Schools

RESTRICTIONS: This credential will be issued for a five-year period, and the holder may serve for no more than 20 instructional days in the same position in one school district during the school year. The county superintendent of the employing district has the authority to approve one extension of twenty days, for a total of forty days. Such credentials, which are issued by the county superintendent of schools, are designed only for emergency purposes when the supply of properly certificated substitutes is inadequate to staff the school. Such credentials are intended only for persons temporarily performing the duties of a fully certificated and regularly-employed teacher.

Philosophy

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

- William Arthur Ward

Philosophy of Teaching

My philosophical views are consistent with progressivism and existentialism in which the primary focus is on the individual and the interests of the child. Each student is unique and their differences should be recognized and respected. It is my goal to assist in identifying each student's individual strength and teach accordingly. The classroom is a community of learners that vary in ability, learning style, background, and culture. By using Gardner's Theory of Multiple Intelligence I will incorporate different methods of teaching such as play, song, dance, art, reading, experiments, graphs, and writing in hopes of reaching every student. The most important aspect of the lesson will be to relate the curriculum in every way possible to the student's lives. Children learn through experiences, not just their encounters in the classroom but everyday life as well. By incorporating and using these past experiences they are able to make connections to new material.

Meaningful learning takes place when students are motivated, interested, and focused. The beginning of this process takes place when the teacher them self contains the enthusiasm. I have a passion for teaching that will translate into the student's passion for learning. By encouraging independent thinking, respecting each student's culture, being sensitive to each individual's unique learning style, and stimulating conversation, a secure and caring environment will be created. Making the students feel secure allows them to flourish, grow, and mature thus leading to a healthy interaction between the teacher and students. The classroom may be filled with a very diverse group of children, being sensitive and respectful to the different languages, beliefs, values, and religions will be beneficial for learning. Mutual respect between students and also between the teacher and student is the key to success in the classroom. Creating an atmosphere with these components will lead to a classroom that is conducive to learning.

Traditional and authentic methods of assessments will be used, with more emphasis on the authentic means of evaluating the students. By using authentic methods and Bloom's Taxonomy, higher-order thinking will be stimulated and an in-depth understanding reached. A variety of strategies such as large and small group, role playing, centers, hands on activities and above all choice will assist in meeting student's different learning needs. Viewing children in different settings and using different methods of assessment allows teachers to monitor the progression of each student in a variety of ways. I have ambitious and high expectations for my students however; they are not unrealistic or unreasonable goals. By having high expectations it acts as a motivation for the class to succeed and try to meet them. I expect the most out of every student and I believe that each child has the potential to learn. Whether it is by providing extra help or more resources, my goal is to reach each and every student.

Learning is a process that never ends. I myself am a lifelong learner. I hope to gain new knowledge with every class of students I have. Just as I am constantly learning, so are the students. Each student is capable of learning and it is my responsibility as a facilitator of learning to reach the individual. I hope to motivate and inspire my students to achieve the very best and to set goals which they can accomplish in the future based on prior learning.

Standard 1 Promoting Child Development and Learning

As educators we should constantly be promoting development and learning in all of the children in our classroom. To accomplish this task several aspects must be taken into account and many techniques administered. Teachers need to have an understanding and knowledge of every single child in the classroom. Children are similar in many ways, but no two students are exactly alike. Educators should be knowledgeable of the student's background, culture, needs, strengths, interests, learning style, community, disabilities, and family structure.

As a future educator I understand that I will have a variety of children in my class and that there are many influences in a child's life that cause these differences. Those influences affect a child's development and learning. These include such things as home language, socioeconomic conditions, and family characteristics. Teachers should take into account every aspect of a child's life when teaching lessons. Planning lessons based on Howard Gardner's theory of Multiple Intelligences is the key. I plan to incorporate a variety of techniques such as group work, class discussion, song, dance, and writing activities to accommodate the different learning styles present in the classroom. By using such a variation, each area of a child's development will be incorporated.

The classroom environment is also a factor in promoting child development and learning. I hope to create an environment that is welcoming, warm, stimulating, and all together conducive to learning. When you arrive at the door to my classroom I want it to exude security, respect, and support. A child's learning environment should be challenging as well because in the end everyone wants the same thing for the student; to learn, mature, and develop. As an educator I plan on accommodating that. My environment will include such things as carefully planned interest areas, numerous children's books with a large variety of content and type, children's

original artwork and writings displayed, and a feeling of home from pillows, pictures, bean bag chairs, rugs, and plants.

These are photos of the students working on a writing and art activity in my student teaching placement. Each student created themselves with various art materials and explained to the class what was important about each of them. I believe that learning about every one of your students is essential. Each student is unique with different qualities that make them special. Educators should recognize, understand, and use these differences when planning lessons in order to promote each students development.





The important thing about

is that

This is my prop box based on a carnival theme that was created during my practicum A experience. A prop box is an excellent way to promote child development and learning.

Taking a unit of study and expanding it throughout each center and content area makes the information meaningful.

Transforming the classroom creates a new and stimulating environment with each unit of study. By using a variety of techniques in the centers I am able to integrate the different learning styles in order to promote development.

Prop Box Paper

Learning Center: Dramatic Play

Unit: Carnival/Circus

Along this journey to complete the prop box assignment I have felt emotions from joy and happiness to complete and utter frustration. I was so overwhelmed when we began discussing the project in class. I felt as though everyone was so ahead of me and new exactly what they were going to do as their unit of study. As time passed and I thought about all the possibilities, the idea of creating a carnival sounded perfect. Once I began creating the props with the children every week at practicum, I started to really see the fun in this assignment. The students loved helping me out every week and would prefer to create signs for me than play in the house area. It brought such a smile to my face and allowed me to bond with my preschool practicum class even more.

When I was in preschool and elementary school a carnival used to come to my town every year. My parents never really took me to it and I was always so jealous of the students in my class who were able to attend it. My goal for this project was to incorporate the carnival and circus into the classroom for all the students who were just like me, unable to join in for whatever the reason might be. I wanted to create a place where the children could use their imaginations whether they had already been to a circus and carnival or not. According to Trister Dodge, Colker, and Heroman, authors of The Creative Curriculum for Preschool, the dramatic play center should be an area “designed to inspire creative and imaginative play,” an area where “children break through the restrictions of reality and pretend to be someone or something different from themselves,” (pg. 271). I wanted the children to learn what a circus was like from the books and create their own with ideas they came up with. At the circus in room 306 at School

Number 16 in Passaic the children could be become anything from the ringmaster to a clown to the tight rope walker. The overall idea of a carnival or circus is to have fun and enjoy all the new and exciting acts that you have maybe never witnessed before. I wanted to bring that fun and excitement into the classroom.

The overall idea of this prop box assignment was to create a carnival setting in the dramatic play area. The house equipment such as the stove and oven were removed to make room for the carnival games that were to replace them. First a ticket booth was constructed out of cardboard boxes, construction paper, empty wrapping paper rolls, paint, and markers. The cardboard boxes were taped together to make the base of the stand, the wrapping paper rolls were used to hold up the sign which reads "Ticket Stand." On the front of the box, several signs are placed that say "tickets" and finally a plastic container hold all the actual tickets. The children helped me out to create all the signs for the ticket booth. Several of the older students in the class really enjoyed making the signs with me. I had to think of more words for them to write because they enjoyed this so much and wanted to continue making more.

Another element added to the center was a food stand. This was again made out of cardboard boxes and the children made the signs for it. A price list was created and the children chose the cotton candy to be four dollars, the lemonade to be five dollars, and the popcorn to be ten dollars. I explained to them that we would be selling food at the carnival. I asked them if they had ever had cotton candy and they knew exactly what I was talking about after a little explanation. After we discussed the food the children chose the prices for each item. A cash register is present at the food stand along with play money. A bowl is set up with popcorn bags in it. The popcorn was constructed out of newspaper, yellow paint, and red and white popcorn

bags. A pitcher with cups is also at the food stand to represent the lemonade. The cotton candy was made from crumpled up newspaper, paint, and construction paper.

Four carnival games were added to the dramatic play area including a bean bag toss, can knockdown, guess which can, and a math racetrack game. The bean bag toss is a huge cardboard poster with three holes cut out and a drawing of a clown juggler on the front. Bean bags accompany the game for the children to throw through the holes. The can knockdown is constructed out of empty toilet paper rolls, a ball, and a cardboard box for the rolls to stand on. I saved up the toilet paper rolls and brought them into my practicum classroom and four of the students sat around with me and painted. They asked "Ms. Joanna why are there no more?" It was almost as if they could sit there for hours just painting toilet paper rolls. When the rolls were dried I showed the students how we would make a pyramid with them and try to knock them all down. The guess which can game is made out of three red plastic cups, a ping pong ball, and construction paper. The students decorated the cups which were used to create a memory game. The ping pong ball is placed under one of the cups and the students have to remember after they have been shuffled all around which cup it's under. The final game is once again made out of cardboard boxes, a die that was made, and toy cars. This game can be played by up to six students at a time. They all place their toy cars on their number (1-6). When the die is rolled and their number appears they move up one. The first one at the finish wins. This game incorporates math into it as well. The students become more familiar with the numbers 1-6 and 1:1 correspondence.

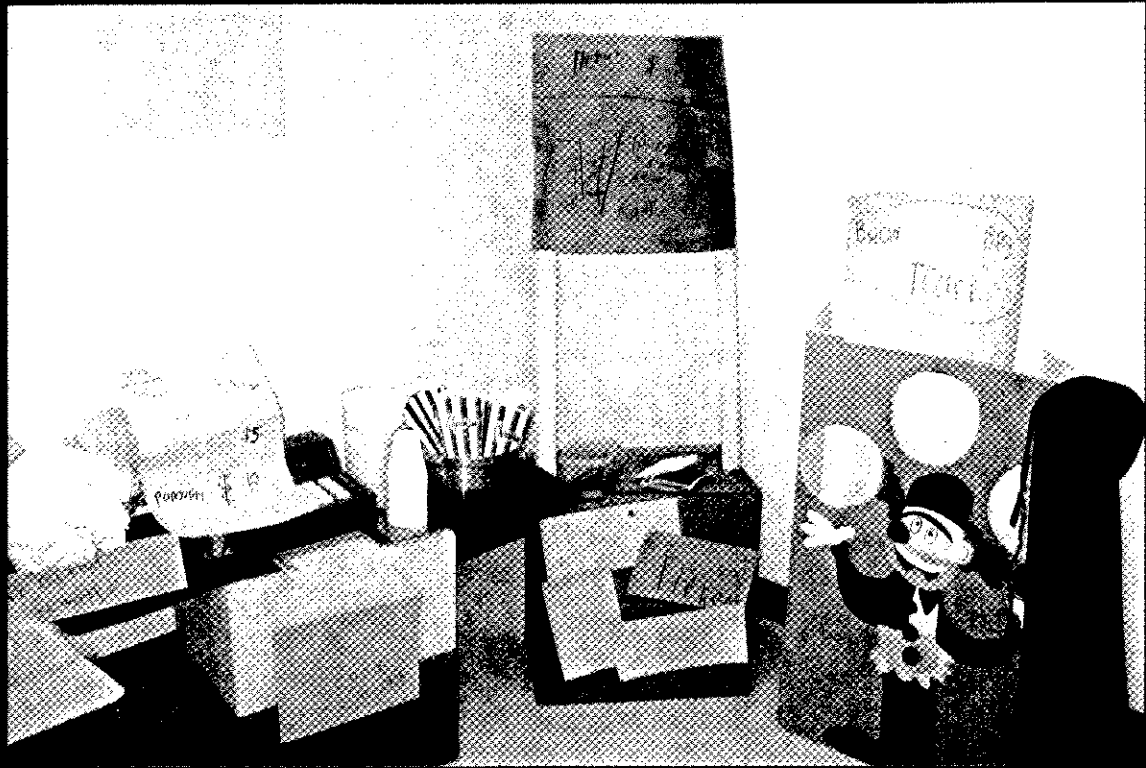
Another element to dramatic play is actually dressing up and becoming the character. In The Creative Curriculum for Preschool, Trister Dodge explains six skills that children engage in during dramatic play (pg. 282). Two of the skills, role-play and make-believe, may require the

use of props. In role-play the children are pretending to be someone else where as make-believe the students are imitating the actions they have seen other people do. Although a whole circus could not be brought in to the classroom, props and clothes have been placed in the center to aid the students with their role playing and make-believe. Clown hats, magician's hats, wands, and capes were added to dramatic play so the children could become circus clowns, a magician, or a ringmaster. A jump rope was added for students to become a tight rope walker. There are also circus animals present and scarves to be a juggler.

Although the final product was not brought in to my preschool practicum classroom, they still were involved with so much of this prop box. They did not get to play with the actual carnival but the idea of it was still introduced. The children I was working with during this assignment were first read one of the books and shown pictures in another of an actual real life circus. Some of the students had been to a carnival before and they had a frame of reference to pull from. The concept of a circus and carnival was explained to the children before we began actually making our own. Some of the games such as the guess which can game were played by some of the students. I used an object from the class and showed it to each of them. I told them all to remember which cup it was under and I placed it under one of them. I then shuffled the cups around and asked one of them which cup they thought it was under. Each student took a turn and wanted to keep playing. I can tell just by the excitement of that game, the love of making the signs with me, and just how interested in general they were by helping me out, that the class would have loved having this carnival in their classroom.

This assignment provided me with so much future knowledge for when I become a teacher. It not only taught me how to create a web for a unit of study and how to create an actual prop box for the classroom, but this assignment offered the views and units of study of twenty

others. I feel as though through the process of learning you have to make mistakes here and there. I made mistakes during this prop box assignment, but I have learned from them. I would also rather make those mistakes now and fix them, then make those mistakes in the actual classroom. You don't truly realize how much work goes into the creation of a new unit of study for the classroom until you actually have to do it. This assignment was only for one learning center and it took countless hours to complete, I can't even begin to think how much time goes into creating one for each learning center. At the end of this project, after all the stress, I can say I truly did enjoy it. Working with all my students brought such happiness to not only them but me as well.



Standard 2 Building Family and Community Relationships

A child's first teachers are the parents, family members, and loved ones that surround them since birth. Their learning begins at home and then continues on into the classroom. A child's home and classroom should both act as a stimulating learning environment. With a positive and respectful relationship with the family, that can be made possible. The involvement of a student's family is essential in their development and learning. As an educator I plan to show understanding and support to each family, share my knowledge with each, and ask for their involvement in as many aspects as possible of their child's learning. Having a strong relationship with not only the students in the classroom, but the families of each one is extremely important.

With such a diverse country we live in, every student I encounter in my classroom will not have the same background, religion, culture, or language as me. I plan to value such diversity through respect, knowledge, and understanding of every single student's background, culture, community, and family structure. I will look at these differences as resources and incorporate them into the curriculum. Having parents be special guests in the classroom and share with the students something about their culture through a story or small activity is just one way to involve families into the curriculum. Creating family books to share with each other is another way to celebrate each student's background.

Communication between the teacher and family is needed to support the development and learning of each child at both the home and classroom. This partnership will be created through both a formal and informal line of communication by having parent teacher conferences, monthly newsletters, a school or classroom website, and by email discussions. I plan to keep families updated on the curriculum and activities that we will be doing in the classroom. Any

chance I have to welcome a family member into the classroom whether it be to read a book or come in for student presentations, I will offer it.

This is a letter I sent home to the families of the students in my student teaching placement. In the letter I introduce myself, explain a little bit about myself, and tell exactly what I will be doing in their child's class. Communication between the teacher and parent/guardian is needed to support a child's learning. Letters such as this one can create a positive and respectful relationship with the families of the students in your class.

The background of the page is a decorative pattern featuring stylized trees with large, rounded canopies and various flowers. The trees have thick, dark trunks and branches, while the flowers are simple, multi-petaled shapes. The overall style is graphic and illustrative, typical of a school newsletter or informational flyer.

September 15, 2010

Dear Parents/Guardians,

Hello, my name is Joanna Allen. I am a senior at William Paterson University majoring in psychology and elementary education. I am currently in my final semester, student teaching. As part of my internship, I will be spending every school day until the second week of December in your child's class. I am very excited and grateful to be working at Jefferson Elementary School in Mrs. Shea's classroom. I am looking forward to the next couple of months creating memorable experiences for both your child and me.

During the three months I will be creating lesson plans and activities for the class. In addition to working in the classroom, I am responsible for putting together a portfolio that is representative of my teaching experiences. Part of the portfolio may consist of pictures taken within the classroom. If this presents any problems, please contact me at the school with any concerns.

Again, I look forward to working with your child's class and creating a positive learning experience for all. I hope to meet you tonight at Back to School Night!

Sincerely yours,
Joanna Allen

This is a newsletter I created to help keep parents/guardians updated about what is happening in the classroom. A newsletter is an excellent way to keep families informed about upcoming events, new units of study, helpful tips, and even suggested reading. The involvement of a student's family is imperative in their development and learning. If parents/guardians are updated about their child's studies, the learning can continue at home.

PASSAIC
SCHOOL
NUMBER 16

UPCOMING
EVENTS:

- 12/22 -- Holiday Celebration
- 12/23 - 1/3 -- NO SCHOOL
- 1/4 -- New Unit Study of the Carnival/Circus introduced



"The only person who is educated is the one who has learned how to learn and change."

-Carl Rogers

Take a Peek at Room 306's Upcoming Weeks

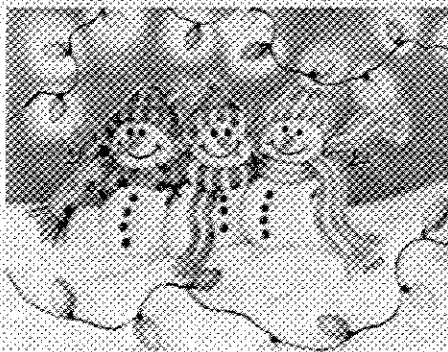
VOLUME 1 ISSUE 1

DECEMBER 1, 2009

Happy Holidays!

Dear Families,

First and foremost, Happy Holidays to you and your loved ones. I hope everyone is keeping warm and bundling up with this cold weather we have been having. I want to remind everyone that because of this change in weather and winter here, we need to remember that the children be dressed appropriately. As long as the weather permits and it does not get too cold outside, we will still be having outdoor time. Don't forget your gloves, jackets, hats, and scarves.



be having a celebration in class to honor everyone's different cultures. If every family could bring in something significant to you during this season, it would be greatly appreciated. The holiday party will be set for Tuesday the 22nd of December. If any parents or family members would like to join, they are more than welcome just let me know. Just another reminder, the school will be closed as of Wednesday the 23rd of December and will reopen on Monday the 4th of January.

CONTACT INFO

Phone: 609-338-7713

E-mail: allenj@student.wpunj.edu

Do not hesitate to call me for any reason.

Since the holidays are approaching we will

What's Happening This Month

This month in room 306 we will be studying a unit involving the carnival/circus. Each of our centers: dramatic play, blocks, math, discovery, literacy, sand & water table, art, and music, will be

transformed into the carnival theme. In order to involve families and home life into the learning process, I will provide you with some of the books we will be reading and the words we will be focusing on in

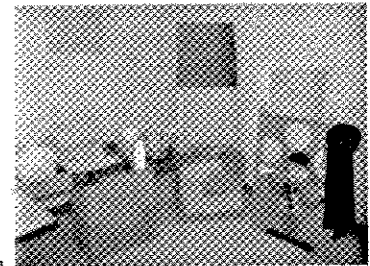
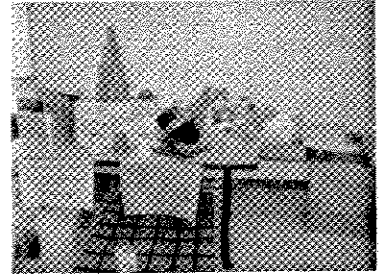
class. By incorporating families into the classroom it expands the student's learning and allows them to further their growth and knowledge of the subject at home as well.

It's Carnival Time



For this unit of study the student's and I will be creating an actual carnival/circus in the classroom. The student's will be introduced to the concept of money in exchange for buying things such as tickets, popcorn, and cotton candy. We will have actual games for the children to play such as a bean bag toss and a can knockdown. The student's will be able to become

people from the circus such as a clown, tight rope walker, or even the ring master. If anyone has anything at home they would like to contribute for this unit of study it would be greatly appreciated by the student's and myself.

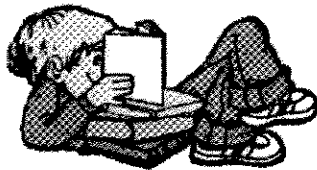


REMINDER

Please do not forget to call me to let me know how many family members will be attending the holiday party and if you will be bringing anything.

Recommended Readings

To go along with our unit of study, here is a list of the books we will be reading in class.



Say Hola to Spanish at the Circus by Susan Middleton

The Circus Train by Jos A. Smith

Parade by Donald Crews

Clown Games by Sterling Publishing Co.

If I ran the Circus by Dr. Seuss

See the Circus by H.A. Rey

Veigante Masquerader by Lulu Delacre

Ginger Jumps by Lisa Campbell Ernst

The Magic Ring: a Year with the Big Apple Circus by Hana Machotka

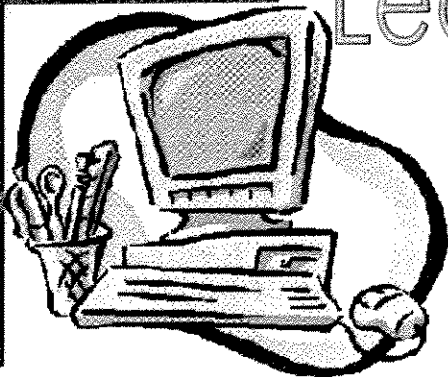
That Kookoory by Margaret Walden Froehlich

Circus Shapes by Stuart J. Murphy

Night at the Fair by Donald Crews

The Plant That Kept on Growing by Barbara Brenner

Learning Continued



In our technological world, the computer and Internet can be both a dangerous and educational tool. Watch what websites your children are surfing to and try to continue the educational process by purchasing software that is age appropriate, is clear instructions, is non violent,

has discovery learning, an expanding complexity, allows them to be in control, and is entertaining. Children should be learning and having fun at the same time!

Here is the software we will be using in the classroom for this unit:

Fisher Price Ready for School Preschool software

Putt Putt Joins the Circus software

Here are some websites the student's could be using at home:

http://funschool.kaboose.com/formula-fusion/carnival/games/game_circus_simon.html

<http://tv.disney.go.com/playhouse/jojoscircus/games/games.html>

<http://www.nickjr.com/games/wonder-pets-save-the-circus.jhtml?path=/games/wonder-pets/all-themes/all-ages/index.jhtml>

Check them out and have fun with your children!

Let's See Your Dance Moves



Singing and dancing is a great way for the children to express themselves. During large group time we incorporate music and movement in as much as possible. This reassures all the children that they are a part of this class, a community of learners. Here is a list of some of

the songs we will be learning:

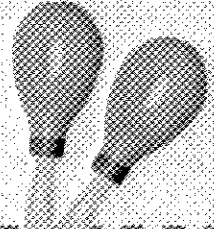
- "Five Little Clowns"
- "Silly Clowns"
- "Funny Clowns"
- "Did you Ever see a Clown?"
- "Let's all go to the Circus Today"

Lyrics to Five Little Clowns

Five little clowns all in a row (Hold up five fingers)
 Wearing funny hats (pat head)
 And polka-dotted bows (make hand motion like tying a bow tie)
 One little clown hopped away (hop in place)

Back to the circus to laugh and play (wave good-bye)

- Repeat with:
- Four... danced away (dance in place)
 - Three... somersaulted (turn around)
 - Two... zoomed away (shoot hand quickly in front of body)
 - One... tiptoed (tiptoe in place)



Carnival Word Wall

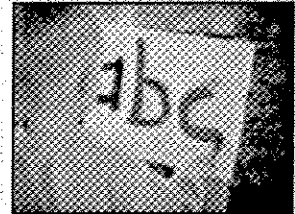
Word Wall:

- carnival
- circus
- elephant
- lion
- ticket
- ticket stand
- bean bag toss
- magician
- Audience

- Clown
- Popcorn
- cotton candy

the parents would like to make word cards for their children to practice writing at home. I think that would be an excellent idea to promote literacy.

The words listed above will be the ones we will focus on in class. In the literacy center word cards will be placed with pictures of the actual word. If the students want to practice writing them they are more than welcome to. If



Thank you Parents!

A big thank you from room 306 to all the families who brought food in and donated their



time to make our Thanksgiving holiday party a huge success. The children and I had a great time, I hope all of you did as well. I am looking forward to our holiday party on



the 22nd!

Standard 3 Observing, Documenting, and Assessing

Observing, documenting, and assessing students are the important components of the foundation of learning in each classroom. Assessing students offers educators a way to test students' prior knowledge, guide instruction based on needs, evaluate and alter teaching strategies, monitor student progress, and identify students that may need additional services. Assessment allows educators an insight into each individual student, a way to understand a child's strengths, needs and overall development and learning. Assessment will be incorporated as a daily routine and aligned with the standards, objectives, goals, and curriculum throughout the school year.

Observation, documentation, and evaluation are three key concepts when thinking about assessment. As an educator I plan to be constantly observing and documenting my students for development and progress. No matter whether the student is engaging in play or working through a mathematics problem, all behavior has a meaning and I plan to be there observing that action. In addition to observation and documentation I plan to use such approaches as journals, student portfolios, running records, artwork, open-ended questions, and presentations as a means to evaluate my students' learning. The term assessment will not be something children always fear and that is why both formal and informal assessments will be used as well as both authentic (i.e. dramatizing a story or creating their own story) and traditional (i.e. selected response test) methods.

As an educator I also plan to use the strong and positive relationships with families and other professionals to create assessment partnerships. This collaboration will lead to a further understanding of the child through observation in many different environments. I plan to keep families informed of how their children are performing in the classroom. Samples of the students

work will always be available for families as well as rubrics to explain exactly how their child is developing. Other professionals may also be involved in the assessment of students. Keeping an open line of communication between myself and families or members of those professional teams will have a positive effect on the child's learning.

This is a math lesson plan on the order property of addition that I implemented in my student teaching placement. The key part of this lesson plan is the assessment piece and the reflection on the assessment process attached. Having a complete, clear, objective, and well developed rubric is essential when assessing students. By having a well developed rubric I was able to assess the students on exactly what the objective of the lesson was.

WILLIAM PATERSON UNIVERSITY
Lesson Plan Format for Grades Pre-K to 3

Name: Joanna Allen **School:** Jefferson Elementary School **Grade:** 1st Grade

- I. **Theme/Focus Area** – Addition
II. **Subject Area** – Mathematics, Language Arts
III. **Topic & Core Standard or ECE Expectation** – Math- 4.1.2B1- Develop the meanings of addition and subtraction by concretely modeling and discussing a large variety of problems 3.4.1B5- Respond appropriately to questions about stories read aloud

IV. **The Concept(s)** – Order property of addition

V. **Essential Question:** The student will learn that the addends in an addition sentence can be placed in any order and still produce the same sum.

VI. **Objectives** –

A. Low Level-

- Students will be able to recall what an addend is
- Students will be able to describe the order property of addition

B. High Level-

- Students will be able to apply their knowledge of the order property of addition to the story *Fish Eyes* by Lois Ehlert
- Students will be able to analyze why two addends, when reversed, equals the same sum
- Students will be able to create their own set of addition sentences with reversed addends

VII. **Planning-**

A. Questions to ponder: *Students are very familiar with addition. The main purpose of this lesson is for the children to understand that an addition sentence with two addends can be written in two different ways. Students will understand that you can change the order of the addends and get the same sum.*

B. Materials/Resources: dry erase board, dry erase markers, spinner on the SmartBoard, pens, pencils, colored pencils, glue sticks, multicolored cubes, fish cut outs, Houghton Mifflin Grade 1 student workbook

C. Children's Literature: *Fish Eyes* by Lois Ehlert

D. Teacher references/books/internet resources- Houghton Mifflin Math Grade 1

VIII. **Procedure** – Steps for the lesson

A. Beginning –

1. Motivate Interest: Students will be called over to the carpet as a group to reread parts of *Fish Eyes*, which we have already read as a class. Certain pages will be referred to, such as "2 jumping fish" and "4 striped fish." Students will be asked to write an addition sentence to show how many fish in all. Once students have been allowed time to think, one child will be called on. The addition sentence $2+4=6$ will be modeled on the dry erase board. The order of the addends will be reversed so the problem is then presented as "There are 4 striped fish to begin with, 2 jumping fish join them in the pond, how many in all?" The students will be asked to come up with another addition sentence.

B. Middle –

1. Factual Knowledge (Information) – By using the illustrations from the story *Fish Eyes* and fish cut outs the students are able to visualize the concept of the order property of addition. Both addition sentences will be written out on the dry erase board for the students to see. The children will be explained to that an addend is one of the numbers being added in the addition sentence. If we change the order of the addends we still get the same sum.

2. Lower/Higher Order Questions:

Knowledge: What is an addend? In the addition sentence $2+4=6$ what are the addends? Comprehension: Why do we get the same sum for both of these addition problems ($2+4=6$ and $4+2=6$).

*Application: In the book, *Fish Eyes*, we start off with one green fish and then two jumping fish. How many green fish and jumping fish do we have in all? If I change the order and*

say there are two jumping fish in the pond, one green fish joins them, how many fish are there in all? What would the addition sentence change too?

Analysis: Why do $3+2$ and $2+3$ both equal 5?

Synthesis: Using the same two addends, create two different addition sentences. What are the addition sentences?

3. Visualization: Once the students are back at their seats, two students will be called up to the spinner on the Smartboard at a time. Each student will take a turn spinning the spinner. The number it lands on is the number of objects they have to pick up (Ex. 3 pens, 2 glue sticks). The two students will then face the class with their objects out in front of them. The students will be asked to create an addition story to go along with their objects. The addition sentence will be written on a dry erase board. The two students will then switch spots to show that the order does not change the sum. The new addition sentence will also be written on the dry erase board. This will be repeated several times so each student has a chance.
- C. End – Finally, the students will complete a page in their workbook. It will be both guided by the teacher and independent work. As the assessment the students will complete an order property of addition handout. This handout will have an addition sentence already written. The students must write a new addition sentence to show the order property of addition. Then they must create their own. Students will complete the handout by following the directions the teacher reads to them. See handout.

IX. **Assessment** – Assessment is based off of the handout and observations made during the course of the lesson.

Assessment –

Performance Task	Needs Time - 1 pt.	Emerging – 2 pt.	Proficient – 3pt.
Problem # 1	Student does not use and reverse the addends in the addition sentence given to come up with a new addition sentence even with use of manipulatives. Student rewrites the addition sentence given.	Student writes a new addition sentence using and reversing the addends from the first addition sentence, but needs manipulatives or assistance in order to complete.	Student successfully reverses the addends of the addition sentence given to create a new addition sentence. Addition sentence is free of errors.
Problem # 2	Student writes an addition sentence but does not reverse the order of the addends from the first sentence in the second addition sentence. Student does not complete the problem.	Student is able to write an addition sentence, use and reverse the addends from the first sentence and write a second addition sentence. Student needs small manipulatives or assistance in order to complete.	Student is able to write a correct addition sentence, use and reverse the addends from the first sentence and write a second correct addition sentence.

Totals:

Proficient = 6 points

Emerging = 4-5 points

Needs Time = 2-3 point

X. **Summary of Assessment Data-**

Proficient

Sophia
Luke
Yaseen
Griffin
Colby
Jordan
Alexis
Zak
Yumee
Isabella

Emerging

Zoe
Chris
Emily
Kaylin
Ava
Brandon

Needs Time

Gianna
Olivia
Louis

XI. **Attach artifacts or evidence of student learning-**

XII. **Accommodations** – For students having difficulties with some of the questions a prompt or assistance may be needed. Manipulatives may also be handed out for students who are having difficulties with the concept. Small manipulatives allow the student to visually see and model the addition sentences.

XIII. **Role of Auxiliary Personnel-** The teachers and paraprofessionals will be there to assist students if they are having difficulties. When students are finishing their independent work the auxiliary personnel will also assist in checking the student's work. If students are having outbursts or need to be taken out, one of the auxiliary personnel is there to intervene so the lesson can continue.

XIV. **Integration & Follow-up in learning centers** – During morning meeting the calendar is used to reinforce the concept of addition. Several questions are asked such as how many Sundays are there in the month of September. How many Saturdays are there in the month of September? How many altogether? During spelling, similar questions are also asked. The students may sometimes add up the number of vowels and consonants to figure out how many letters in all.

XV. **Family/Community Collaboration-** Parents/guardians are informed of the students work through their homework notepad that is sent home every night. The students copy down their assignments and the parent initials it every night. This offers a way for parents to know exactly what is happening in the classroom. Parents are encouraged to assist their child with the homework, if they need help. The notepad also allows for parents to leave comments and concerns each night, if needed. The parents are encouraged to reinforce the skills learned at school each day. For math, especially addition, a great time to reinforce the concepts is through cooking. Parents can ask questions in a fun and exciting way!

XVI. **Reflection/Self Evaluation-**

I think that overall the lesson went really well. The students are familiar with the book *Fish Eyes* because we have used it in previous lessons. They really enjoy the illustrations in the book and so referring back to several of the pages kept them interested. I wound up referring back to many of the pages because I needed to reinforce the concept of the order property of addition further. The activity with the SmartBoard was a huge success. Anytime we use the SmartBoard in class the students are so motivated. They all love to come up and use it and so I try to include it into as many lessons as possible. Students are always asking "Are we all going to get a chance?" With this lesson I brought up two students at a time and so they were able to all get a chance.

If I were to do this lesson again, I would split it up so the students were not doing mathematics for an hour without some kind of break. That was the biggest problem with this lesson. I did not think that the math workbook pages would take as long as they did. The lesson wound up taking an hour because I did not foresee the pages taking as long as they did. The students were so involved in the reading of the book and the SmartBoard activity that I didn't want to hurry that along.

I think that overall the students enjoyed the lesson and understood the concept of the lesson. There are three students that scored in the Needs Time category. Once I graded the worksheets and saw the mistakes the students made, I did a small group activity with the three of them. We used small manipulatives to go over the concept of the order property of addition. In a small setting I was able to focus on the mistakes that the students were making. By guiding the students through the problems they were able to show me in the end, using the manipulatives, that they understood the concept.

Name: _____

Date: _____

1. 3 + 1 = 4

_____ ○ _____ ○ _____

2. _____ ○ _____ ○ _____

_____ ○ _____ ○ _____

Lesson Plan Child Assessment Reflection

This assignment allowed me to focus my attention more on the assessment process and therefore caused me to reflect on not only my assessment piece for this specific lesson, but for all of the lessons I have created thus far. When I implemented this lesson into the classroom, I had a rubric made for the handout the students were given. While completing this assignment, I reviewed my original rubric and changed almost all of it. My original rubric was not well developed or specific enough to adequately assess the students' knowledge on this concept.

For this assignment I looked back on the work my students completed and used their responses to assist in writing a new rubric. I revised my original into what I thought was an objective and well developed rubric. However, when I went through and tried to score the work, I was yet again not coming up with scores that displayed the students' knowledge on this specific concept. When I looked over the rubric I noticed that I was assessing and giving a score on a previous concept and not the one taught in this lesson.

When I write rubrics I need to be aware of all the possible answers a student could come up with beforehand. The rubric needs to be complete, clear, objective, and well developed before you have the students' work in your hand. I think by working backwards for this assignment and revising the rubric after I had the student's work, really allowed me to reflect upon the assessment process.

When a rubric is clear and well developed it allows you to truly assess a student's knowledge on the topic or concept. You should be able to tell which students comprehended the lesson and which students may need further assistance or reinforcement with the concept. Using the rubric I created I was able to see that three of

my students need more time with the math concept introduced in the lesson. Because of this, I sat down with the three students and had a small group lesson to reinforce the concept. If my results from the rubric showed that 18 of my students needed more time with the topic, then I would have to reevaluate my lesson and plan accordingly.

CIEC 368-60
 Scoring Rubric for Lesson Plan Child Assessment
 Maximum Points = 10 points

Name: Joanna Allen

Submit a lesson plan implemented in your student teaching with the assessment portion completed. Write a 1 page reflection on what you learned about the children's learning and how you will use the information to plan future lessons, differentiate instruction or design future assessments.

	Target	Acceptable	Unacceptable
Assessment (6 points)	Assessment is performance based and linked to a standard indicator. Rubric is clear, objective, and well developed. Assessment is aligned with the purpose of the lesson. (5-6 points)	Assessment is performance based and loosely linked to a standard indicator and the objectives for the lesson. Rubric is partially developed or difficult to implement. (3-4 points)	Assessment has little substance or meaning. It is not appropriate to the age level of the children. Rubric is incomplete, unclear or not linked to standard. (0-2 points)
Reflection Paper (4 points)	Student critically reflects on their assessment process and their teaching. Student clearly understands the purpose of assessment as a vehicle for planning, differentiating instruction, and assessment of children. Paper is free of errors, readable, and logically presented. Paper includes open reflection on you as a teacher and lesson planning. (4 points)	Paper is organized, logical, and coherent. Paper may have some errors, but it is clear it has been proofed. Paper focuses on the assessment but does provide some indication of reflection on the use of assessment data for planning and improving instruction. (2-3 points)	Paper discusses the assessment but the student's own beliefs & reflection are not present or not well developed. The student has limited understanding of the purpose of assessment. Errors in spelling, punctuation, & grammar are evident. (0-1 points)
Total = 10 points			

*** Reminder: Three point penalty if late by 1 week or less, or a five point penalty if late by more than 1 week

Comments:

Rubric is clear and objective. Your reflective paper was truly outstanding. You seem to understand the purpose of assessment as well as improved your rubric. Well done!

This is a child study performed on one of my students in my practicum B experience. By using several types of assessments such as anecdotes, running records, and rubrics from work samples, I was able to objectively assess the student. Assessments such as a child study allow an educator to monitor each individual student's progression in the classroom and plan accordingly.

Joanna R. Allen

Child's Fictitious Name: Claudia

Age: 7 years & 11 months old

Date of Birth: 5/26/2002

Inclusive Dates: 2/18/10-3/31/10

School: Packanack Elementary School

Age range: 7-8 years old

Claudia was not one of the children to immediately catch my attention. She was not overly friendly with me on my first week at Packanack Elementary School whereas many of the students were. Claudia also does not contribute very much to group discussions. In the classroom she is very hesitant to share her opinions, however if there is a worksheet with problems handed out and she is allowed time to work on it, she will raise her hand to share an answer. The basis of my decision to study her was oddly enough because of all those reasons. In a class full of students who want to speak every second of every day and are full of opinions, Claudia stands out. After discussion with the teacher of the class I soon found out that she is at a much lower level than some of the other students. She is one of two students in the class to receive extra help in mathematics two days a week. The difficulties do not just lie within the subject of mathematics, but also in comprehension surrounding all subjects.

Conversation with Claudia is at a minimum. To engage in conversation I have to be constantly asking all of the questions. Many students will come in and share stories about their family or what they did that weekend, but Claudia has never shared one story with me. In class she is very quiet and will never speak out unless she is called on. Claudia will come up and ask me to check her work, but if something is incorrect she just wants the answer and not an explanation of how to figure it out. During recess time I have observed her interactions with the other girls in the class and she does actively participate in the games. However, when she is in class she will not participate unless she has had time to think about the problem and have something to say.

On many occasions during center time I sit with the group that Claudia is in. One of the days the children were told to pick a book that interested them but may be a little bit of a challenge. Claudia was reading Amelia Bedelia, Rocket Scientist? One of the assignments was to

read to the teacher. I sat with Claudia and listened as she read to me. Claudia reads with fluency, but when I asked her questions about the book such as the characters or what happened in the book, Claudia was unable to recall the information. Every time she had to refer back to the reading. During the running record with the book, Go Away Sun! Claudia was once again reading with fluency but when it came to the questions at the end her answers were not detailed. She would give the bare minimum response which shows comprehension but her ability to elaborate and draw further conclusions is lacking.

The two sample writing prompts are from a span of three weeks. The first writing sample about the book, Chicken Sunday demonstrates Claudia's difficulty in comprehending. The answers she provides for the first two questions are a stretch from what the actual answers are. However, the next writing prompt which was done three weeks later shows a vast improvement. Claudia used her knowledge from the story to complete the questions. She even used higher level thinking to judge whether the main characters decision was correct.

From observing Claudia throughout this time span she has demonstrated cognitive ability that would place her in Piaget's concrete operational stage. On different occasions I have seen Claudia use conservation of mass, length, number, and liquid in addition to being able to explain procedures back to the teacher. She can draw conclusions based on other's viewpoints and not just her own. Although it is easier for Claudia to use manipulatives to solve problems, she has the ability to solve them without the help.

Based on Gardner's Multiple Intelligences and Claudia's strengths, she learns best through bodily-kinesthetic approaches. When the teacher introduces a new song and dance to help the children remember the main ideas, Claudia's face lights up. Whenever the activity requires the students to be up and moving, Claudia will also willingly participate in this kind of

activity as well. Claudia also responds well to games. The one time I have seen her actively participating and speaking out is during recess. If the teacher can somehow bring the fun and relaxation of recess into the classroom I think it will really benefit her. Worksheets do absolutely nothing for her. She hurries through them making several mistakes. With worksheets it is all about just getting them done, not actually knowing the information. If you turn the worksheet into a fun series of questions then I think Claudia will show improvement. Activities that can be done over a certain time span will be better as well. When she is timed and begins to see the other students finishing, her attention is completely gone.

NJELAS Literacy Prompt Directions (use with NJELAS Literacy Prompt Form)

1. Select a book from recommended children's literature lists.
2. **Prompt:** Read the book with the child (one on one or in small group). After reading, invite the child to respond to the story using one of the strategies such as those below (feel free to use a different technique). Note that strategies most appropriate for younger children are listed first).

Strategies

- ✓ Talk together about the story, characters, and pictures while looking at the book.
- ✓ Invite child to "read" the story.
- ✓ Have child draw a picture about the story and write or tell what is happening in picture.
- ✓ Ask the child questions (Who was the story about and what did they do?).
- ✓ Have child retell the story using pictures or other materials like puppets or flannel board.
- ✓ Ask sequencing questions (What happened at the beginning? Next? And then? At the end?)
- ✓ Ask inference, prediction, and judgment questions (e.g. What would you have done? Do you think they did the right thing? Why or why not?)

3. Check off Type of Activity (1 on 1 or small group)
4. Provide a brief description of the activity (setting, what you did and said, first reading of the story or favorite book, questions asked, etc.)
5. Use the literacy prompt form to document the child's behavior, capture dialogue and vocabulary as it relates to the expectations/standards.
6. Note the child's book handling skills and print awareness in the space provided.
7. Attach related pictures or photo of book handling (when appropriate).
8. Check off the expectations/standards for which this documentation provides information.

Tips

- ✓ Use different strategies with different books. Some books lend themselves more to story telling than others.
- ✓ Use different strategies to gain additional information about the child's level of development. Do not always use the same strategy with the same child.
- ✓ Not every prompt will have a child's drawing or photo attached (e.g. verbal retelling)
- ✓ Make sure that your documentation relates to all of the expectations/standards checked off.

DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD EDUCATION
NJELAS Literacy Prompt Form (all ages)

CHILD'S NAME__ Caroline _____
DATE__ 3/31/10 _____

Book__ Go Away, Sun! Benchmark M Author__ Pam Bull

Type of activity: (check one) 1 on 1 ___ x_ small group _____

Describe activity:
The book Go Away, Sun! is a benchmark level M reading book. This literacy prompt was a running record. Caroline read pages 3-7 out loud as my CT and I marked off which words she could pronounce, read fluently, correct herself, and need help with. After page 7 Caroline read the remaining part of the story to herself. To check for comprehension a series of questions was asked. This literacy prompt was done in the back of the classroom at the end of the day, about 3:00 P.M. with just Caroline, Mrs. Betron, and me.

What did the child say and do? (e.g. vocabulary, story elements, story details, making predictions, story sequence, connections with own experiences, make analyses)? Describe in detail.

Caroline read the piece with fluency, having only limited mistakes. The word desert caused difficulty with Caroline's reading. Every time she would say the word desert rather than desert. Although Caroline's responses were very short and lacked detail, the responses showed comprehension. When asked the questions, the only one that Caroline could not answer was, why did it rain in the desert? She remembered all the other text-based questions. The fourth question states, did Sun try to help the animals even though they were not nice? The correct answer was yes which Caroline answered, but her response was that he wants to be nice. Caroline did not expand on her explanation and give a detailed response. Many of the other responses were similar to that. She touched on the answer, but did not fully explain.

Note the child's book handling skills and emerging print awareness:

Child shows book handling skills and fluency in reading at this level.

CIRCLE APPLICABLE PRESCHOOL EXPECTATIONS

1. Child listens with understanding
2. Child converses effectively
- 3a Child demonstrates emergent print awareness
- 3b Child demonstrates knowledge/enjoyment of books
- 3c Child demonstrates phonological awareness
4. Child demonstrates emerging writing skills

CIRCLE APPLICABLE KINDERGARTEN STANDARDS

- 1 Child demonstrates phonological and phonemic awareness
- 2 Child uses word recognition skills and demonstrates fluency
- 3 Child demonstrates expanding vocabulary and communication
- 4 Child demonstrates comprehension skills
5. Child demonstrates early writing skills

Reading a-Z Running Record

Level M

Student's Name Caroline Dore

Date 3/31/10

Go Away, Sun!
146 words

Have the student read out loud as you record.

Assessed by S. Reison

page	E = errors M = meaning S-C = self-correction S = structure V = visual	E			S-C		
		M	S	V	M	S	V
3	"Go away, Sun!" said Jackrabbit. "You're too bright, and I can't find any shade to rest in."						
4	Sun's feelings were hurt. He moved west in the sky. As he moved above the cottonwood trees, he created shade in the grass below. "Much better," said Jackrabbit. She flattened her ears against her back and lay down to rest.						
5	"Go away, Sun!" said Rattlesnake. "Your strong rays have made this rock too hot to lie on."						
6	Sun began to feel gloomy. He hid his face in the clouds and began to cry. Tears of sadness fell from the sky, cooling the desert floor. "Much better," said Rattlesnake. He curled himself up in the sand and shook his rattles to warn others not to bother him.						
7	"Go away, Sun!" said Roadrunner. "This desert heat is far too hot. All of the animals that I'd like to eat are hiding."						
Totals							

Accuracy Rate:

Error Rate:

Self-correction Rate:

Reading a-z Benchmark Quick Check

Fiction • Level M
Go Away, Sun!

Name Caroline

Date _____

1. Why did Jackrabbit tell Sun to go away in the beginning of the story?

(text-based) There was no shade for Jackrabbit to rest in, and he said Sun was too bright.

2. How did Sun feel when the animals told him to go away?

(text-based) His feelings were hurt; he was gloomy; he was sad. (Any one of the above answers is acceptable.)

3. Why did it rain in the desert?

(text-based) Sun began to cry.

4. Did Sun try to help the animals even though they were not nice?

(inference) Yes, he tried to create shade to make it cooler for the animals.

5. Why didn't Sun come back out as usual?

(inference) The animals hurt Sun's feelings, so he was afraid to come back out. Sun didn't think they wanted him to come out because of what they'd said.

6. Why did the animals call for Sun to come back out?

(inference) They realized they needed Sun back to help them.

7. How did Sun feel when he heard the animals asking him to return?

(text-based) He had a warm feeling inside; he was happy.

8. What would happen if the sun didn't come up in the morning?

(critical response) It would be dark; it would be cold; any appropriate response.

9. Do you think the animals wanted Sun to feel bad or wanted to hurt his feelings?

(critical response) No, they just didn't think about what they said. Yes, they didn't want him around and were not nice to him.

10. What lesson did the animals learn in the story?

(critical response) Think about others' feelings; don't say something before you think about it.

Don't say things before you think about it.

Comprehension Analysis:

Text-based: _____/4

Inference: _____/3

Critical Response: _____/3

Total Comprehension: _____%

Comprehension Level (circle one)

Independent – 95% - 100%

Instructional – 80% - 90%

Frustrational – 75% and below

CHILD'S NAME Caroline
DATE 2/18/10

Attach work sample or photograph of child's work (e.g. block building, literacy and art creations) to this sheet. Describe below what the sample tells you about what the child knows and can do.

1. How was this work sample completed (describe setting— e.g. context; alone or with others; self initiated or in response to directions; etc.)?

The students were gathered around the carpet and the teacher read to them Chicken Sunday. The instructions are listed on the handout. This was another practice for the open ended writing prompts on the NJ Pass. The students were each handed a paper and then asked to sit at their desks and complete it. The students worked individually at their desks.

2. What did the child say while working and/or after completion (capture conversation with you or another child, language and vocabulary used; thinking and problem solving)?

This writing sample was not part of a larger lesson. There was no discussion after the question because it was simply just an assessment piece on their comprehension and writing abilities. The students were unable to talk to each other while they were working as well.

3. Additional comments:

Compared to the other students in the class, Caroline received one of the lowest scores on this assessment piece.

CIRCLE APPLICABLE PRESCHOOL EXPECTATIONS

1. Child listens with understanding
2. Child converses effectively
- 3a Child demonstrates emergent print awareness
- 3b Child demonstrates knowledge and enjoyment of books
- 3c Child demonstrates phonological awareness
4. Child demonstrates emerging writing skills

CIRCLE APPLICABLE KINDERGARTEN STANDARDS

- ① Child demonstrates phonological and phonemic awareness
2. Child uses word recognition skills and demonstrates fluency
3. Child demonstrates expanding vocabulary and communication
- ④ Child demonstrates comprehension skills
- ⑤ Child demonstrates early writing skills

Name Caroline Date 2/18/10

As you make friends sometimes your first impression is not always correct. When you get to know someone better your opinion might change. This happens in the book Chicken Sunday.

- Describe a time in the story where someone was judged unfairly. ✓
- How did the friends work together to make Mr. Kodinski realize that they were nice and friendly children? ✓
- Explain a time when you did something nice for a friend. ✓

2

When the boys throw an egg at Mr. Kodinski's door.

The kids and their grandmother Grandpa baked an egg for and the kids put it on his table.

I did something for Fawn. I saved his seat when he was

CHILD'S NAME Caroline
DATE 3/10/10

Attach work sample or photograph of child's work (e.g. block building, literacy and art creations) to this sheet. Describe below what the sample tells you about what the child knows and can do.

1. How was this work sample completed (describe setting – e.g. context; alone or with others; self initiated or in response to directions; etc.)?

This work sample was a response to directions. The students read the book Clean Your Room Harvey Moon! An open ended question was then handed to each student to practice for the NJ Pass tests. Each child worked independently at their desk. When they were finished the writing prompt was handed in and graded.

2. What did the child say while working and/or after completion (capture conversation with you or another child, language and vocabulary used; thinking and problem solving)?

When the students were finished the assessment piece was handed in right away. The students did not really discuss the questions too much after this. When it was complete the students worked quietly at their desk until every student was finished. After, the students went to lunch and then recess.

3. Additional comments:

While the teacher read the book to the children many raised their hands to make comments about the book. Caroline was not one of them. She sat quietly and listened as the teacher read. The grading was done based on a rubric created for all of the second grade classes that used this writing prompt.

CIRCLE APPLICABLE PRESCHOOL EXPECTATIONS

1. Child listens with understanding
2. Child converses effectively
- 3a Child demonstrates emergent print awareness
- 3b Child demonstrates knowledge and enjoyment of books
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4. Child demonstrates emerging writing skills

CIRCLE APPLICABLE KINDERGARTEN STANDARDS

- ① Child demonstrates phonological and phonemic awareness
- ② Child uses word recognition skills and demonstrates fluency
- ③ Child demonstrates expanding vocabulary and communication
- ④ Child demonstrates comprehension skills
- ⑤ Child demonstrates early writing skills

3

Name Caroline

Date 3/10/10

In the story Clean Your Room Harvey Moon! Harvey has to clean his room before he is allowed to watch his Saturday morning cartoons.

Ⓐ What two words would you use to describe Harvey?

Ⓑ Give reasons why you chose those words.

Ⓒ Do you think Harvey made a good decision to put everything under his rug? Why or why not?

I would choose lazy and careless.

I chose those words because he didn't want to clean his room he could just tape his show and because he could just clean his room ^{them} then he could watch.

I don't think Harvey made a good decision because he could have cleaned his room.

Attach work sample or photograph of child's work (e.g. block building, literacy and art creations) to this sheet. Describe below what the sample tells you about what the child knows and can do.

1. How was this work sample completed (describe setting— e.g. context; alone or with others; self initiated or in response to directions; etc.)?

The students were read Cloudy With a Chance of Meatballs the previous week. On this date the students were read the sequel Pickles to Pittsburg. After discussion about the two books the students were able to create their own scene. Students were told to pick their favorite foods and draw a picture of a scene with their favorite foods falling. The students were also told to write about the scene and what food they chose. The students each created their own picture but were able to discuss and talk with the others at their table.

2. What did the child say while working and/or after completion (capture conversation with you or another child, language and vocabulary used; thinking and problem solving)?

Caroline engaged in conversation with her classmates at her table. The students asked each other what they were going to draw. Caroline would reply when asked what she was drawing. When Caroline completed the drawing she walked over to the teacher and asked if hers was correct. When she returned to her seat she began the writing part on the back.

3. Additional comments:

Although Caroline did not create a scene or draw the food falling from the sky, hers is the only one to be completely colored in. Every area of her picture is colored with crayon. She drew the objects and labeled her drawing but that was it. On the back she explained why she picked the grapes and cheesecake.

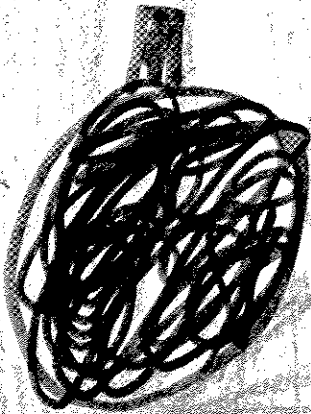
CIRCLE APPLICABLE PRESCHOOL EXPECTATIONS

1. Child listens with understanding.
2. Child converses effectively
- 3a Child demonstrates emergent print awareness
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- 3c Child demonstrates phonological awareness
4. Child demonstrates emerging writing skills

CIRCLE APPLICABLE KINDERGARTEN STANDARDS

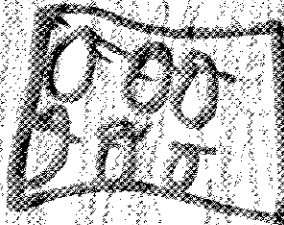
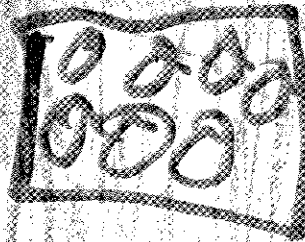
1. Child demonstrates phonological and phonemic awareness
2. Child uses word recognition skills and demonstrates fluency
3. Child demonstrates expanding vocabulary and communication
4. Child demonstrates comprehension skills
5. Child demonstrates early writing skills

Grapes



Cat

Cheese Cake



ine

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD EDUCATION
NJ ELAS Anecdote Form for Kindergarten

Child's Name Caroline
(check one) Fall Winter Spring

- Be sure to date every entry.
- Place your anecdotes in the box that corresponds to the primary Language Arts Literacy Standard.
- Note additional relevant standards.

1. Child demonstrates phonological and phonemic awareness.

3.1.2F Vocabulary and Concept Development 3/9/10

2. Know and relate meanings of simple prefixes and suffixes

During center time in the afternoon in a group of 5 students, children are reading in a guided reading group.

C- "I found a base word."

T- "What word did you find?"

C- "Redo."

T- "If I redo something Caroline, what am I doing?"

C- Pauses for some time. "You do something over."

2. Child uses word recognition skills and demonstrates fluency.

3.1.2F Vocabulary and Concept Development 3/23/10

4. Understands concepts of antonyms and synonyms

Before dismissal students are playing Brain Quest, a trivia game.

T- "Claudia and Joey you're up. In the sentence find 2 antonyms. Exercise makes weak muscles strong."

C- Hits the buzzer. "Weak and strong."

3. Child demonstrates expanding vocabulary and communication skills.

3.2.2C Mechanics, Spelling, and Handwriting 2/23/10

4. Apply sound/symbol relationship to writing words

During center time Claudia reads Amelia Bedelia, Rocket Scientist? By Herman Parish out loud to teacher. When completed she begins the activity that goes along. Claudia fills in the word professor in the space provided for words she is not familiar with.

C- Grabs a dictionary and flips to the words beginning with P. "I can't find it!"

T- "Claudia what letter comes after p in the word professor?"

C- "R, but we're in pl," pauses then flips to pro and moves finger until she stops at professor.

4. Child demonstrates comprehension skills.

3.4.2B Listening Comprehension 3/24/10

1. Follow one and two step oral directions

1:35- Students return from lunch and recess.

T- "Everyone should be continuing to work on the Benjamin Franklin research project."

C- Walks to desk, takes out research folder and pencil, walks to the library area, pulls out one of the Benjamin Franklin books, opens it, and begins to read."

5. Child demonstrates early writing skills.

3.2.2A Writing as a Process 3/30/10

7. Compose readable first drafts

Children are writing a 5 paragraph persuasive essay on why they want to move up to 3rd grade with Mrs. Betron their teacher this year. A 4 square graphic organizer was constructed to assist children.

C- Sits at her desk in class with graphic organizer next to her and writes on a new sheet of paper. "Is this right?" Points to her indentation on her last paragraph.

T- "Very good Claudia."

CIEC 330 Curriculum I: Language Arts & Social Studies Integration and Assessment
Rubric for Child Study Report = 15 points

For an overall rating of Exemplary, your total score must be at least 13 points. For an overall rating of Acceptable, your total score must be at least 9 points. *** Reminder: Assignments handed in late will be assessed a 3 point penalty.

Name: *Joanna Allen* Rating: *15pts = Exemplary* Date: *4/2/2010*
 Scoring Rubric

	Exemplary	Acceptable	Unacceptable	Comments
Data Collection (Max 7 points)	More than the required amount of data is collected and is mostly objective with few interpretive comments. Data is collected over the span of at least 6 weeks. (6-7 points)	At least 4 anecdotes, 2 work samples, 1 literacy prompt have been submitted and are generally objectively written. Data is collected over at least one month. (4-5 points)	Minimum data collection is not completed, is superficial, or includes more interpretation than facts. Data is collected in less than one month. (0-3 points)	
Report (Max 6 points)	Report includes comprehensive coverage of all required elements and demonstrates a high degree of understanding of the use of data collection and assessment to plan for children. (6 points)	Report includes all required elements. Some elements may be only minimally addressed. Report demonstrates at least a beginning understanding of using authentic assessment to plan for children. (4-5 points)	Report includes most of the required elements. Many elements are superficially addressed. Report is highly subjective and shows little relation to the data collected. (0-3 points)	
Grammar & Style (Max 2 points)	Report is free of errors, readable, & logically presented. (2 points)	Paper may have some errors, but it is clear it has been proofed. (1 point)	Errors in spelling, punctuation or grammar are evident. (0 points)	
Total				

General Comments:

Joanna, A very comprehensive child study report. You made excellent use of the data. I wonder what is going on? I agree that using more movements may be helpful for Claudia's development. It sounds like she is most comfortable on the playyard.

Evaluator

Sue Martin

During my practicum B placement a study on recycling was implemented. Part of the project required recyclables to be sent in with the students. This letter was sent home to the families of the student's in the classroom. The families of the students and myself worked together to create a memorable experience for the children. By having a positive relationship with the parents/guardians a partnership was formed for the benefit of the children.

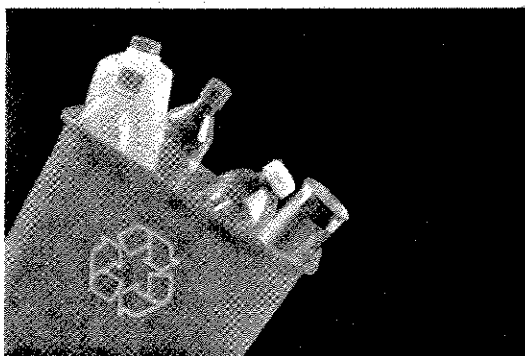
April 14, 2010

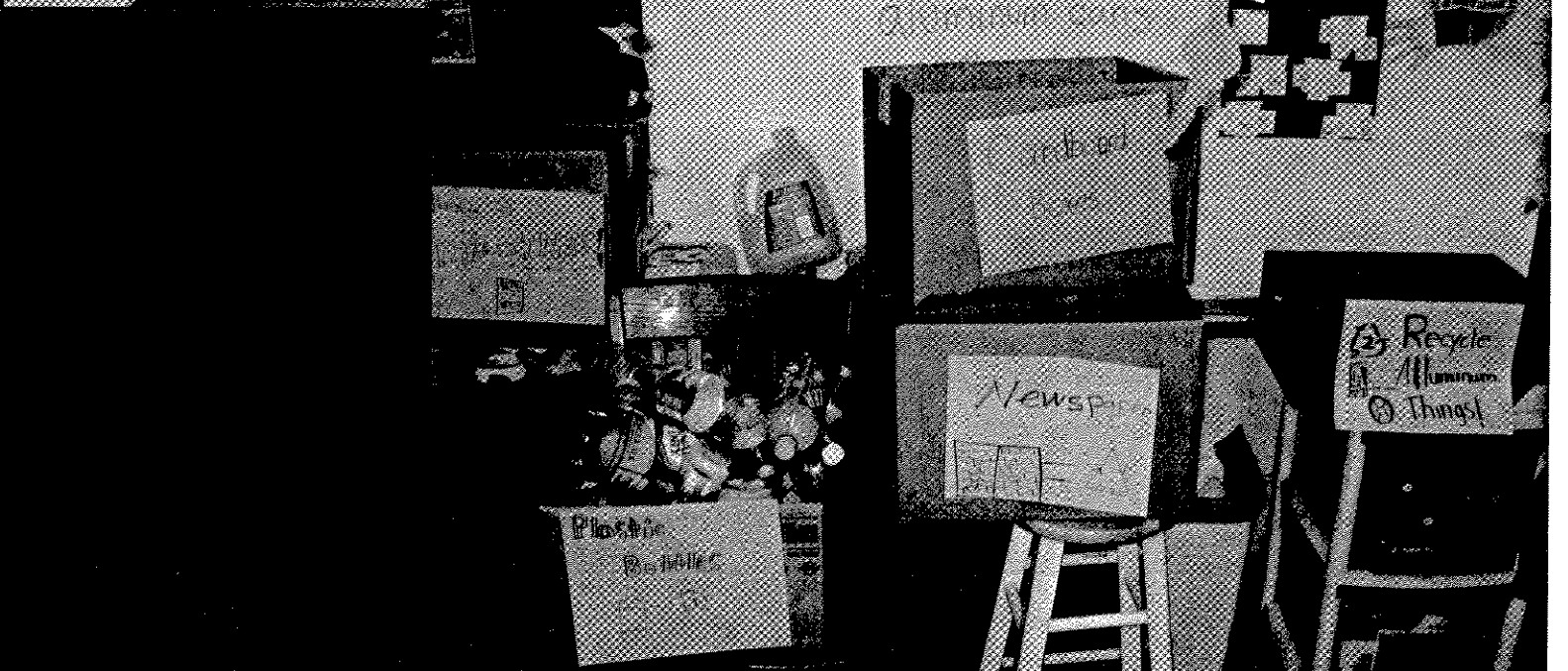
Dear Families,

This upcoming week starting on Monday April 19th 2B will be celebrating Earth Day. The students will be learning all about what Earth Day is, recycling, and ways that they can contribute to help preserve our environment. I have a lot of fun lessons and activities planned, but I would love for your assistance. If you could collect materials that can be recycled, anything from plastic bottles to mixed paper to magazines, and have your child bring them in on Tuesday the 20th of April, I would really appreciate it.

Thanks for your help,

Ms. Allen

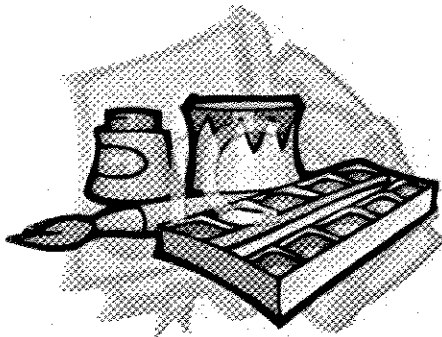




This is a newsletter focusing solely on the difference between process and product art. Process art is essential for stimulating creativity and imagination. By having the students create process versus product art, you can identify qualities about each student.

Learning about your students and understanding their differences can foster a good rapport with the children. Sending home a letter such as this one keeps the parents informed of exactly what their child is doing in the classroom. Having a good rapport with the parents/guardians is just as important.

News from 2B



April 12th 2010

Product vs. Process Art

Dear Families,

In 2B 's classroom this year we will be focusing many art activities on the process approach rather than the product. I wanted to briefly explain the differences and offer advice to you for home activity planning. I am a firm believer in allowing the students to use creativity and their imagination whenever possible. The idea behind the process approach of art activities is to allow children to explore, discover, and experiment with different materials. No two children think in the same way, and that is why I feel as though no two art projects should be identical.

The product approach focuses on the final outcome. A product art project would entail giving the children all the same materials and telling them what it will look like. A product art project could be anything from a coloring page to an animal mask in which all the parts are given to the students and they simply glue them on.

I truly believe in process art. I believe that children should be able to explore with materials and produce their own product. Because of this, I felt it important to explain it to the families and encourage process art at home. Offer your children finger paint, clay, paint, or markers and have them create something. Collage activities are also a great way for children to experiment with different materials, focus on the process rather than the product, all while having fun at the same time!



This is my final paper for psychology senior seminar on Howard Gardner's theory of Multiple Intelligences. A part of the paper focuses on how to implement Gardner's theory into the classroom. It is important to understand how each student learns and differentiate instruction based on this knowledge.

Running head: APPLICATION OF GARDNER'S MULTIPLE INTELLIGENCES

The Growth and Application of Howard Gardner's Multiple Intelligences

in the Classroom Today

Joanna R. Allen

William Paterson University

May 10, 2010

In 1983 with the release of one of Howard Gardner's first books, *Frames of Mind: The Theory of Multiple Intelligences*, a new and radical theory was exposed to the world. Gardner's theory of multiple intelligences shocked many and challenged the upheld belief of a single, generalized intelligence. How is it that someone could possess seven unique, free-standing intelligences? Gardner answered this and many more questions in the numerous books he has published beginning with, *Frames of Mind*. Gardner's original theory stated that individuals possess seven different intelligences. Today, his theory has now expanded to eight intelligences with a suggested ninth still being tested. Even after more than 25 years, some still remain skeptical of Gardner's MI theory. It continues to be misunderstood and doubted upon whether or not it truly is a "scientific theory" (Shearer, 2009). However, Gardner's study of the different intelligences humans possess has had the most impact in the field of education. Educators have taken to this theory and implemented it throughout the curriculum in many different schools. Howard Gardner's theory of multiple intelligences has changed the way teachers plan activities, lessons are implemented, curriculum is designed, and assessment is recorded.

Dr. Howard Gardner attended college at Harvard University, originally studying history. However, Gardner was lucky enough to study under Erik Erikson and Jerome Bruner where his love for cognitive and developmental psychology grew. He graduated in 1965 and continued to study at Harvard earning his PhD in 1971. Gardner has remained at Harvard working as a lecturer and professor in education. He is currently still teaching at Harvard's Graduate School of Education as Hobbs Professor of Cognition and Education and Senior Director of Project Zero (Baum, Viens, & Slatin, 1999). He has published over 15 scholarly books, his first being *The Shattered Mind* in 1975. Howard Gardner is continuously working on his theory of multiple intelligences with a ninth and tenth in the process.

Gardner's original theory of multiple intelligences states that individuals possess seven distinct and different intelligences. Gardner (1991) felt that "all normal human beings develop at least these seven forms of intelligence to a greater or lesser extent" (p. 81). He compared our minds to our looks and personalities; each one differs from person to person and that is what makes us unique (Gardner, 1991). He felt as though previous views on intelligence were too narrow and did not encompass the many creative abilities that individuals possess. Because of this, Gardner sought out a better classification for human intellectual competences. The original seven intelligences Howard Gardner distinguishes between are linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal (Gardner, 1993). An eighth intelligence, naturalistic intelligence, was added years later and another, existential intelligence, is still being observed and processed (Flynn, 2009). Rather than relating intelligence to reason, logic, or knowledge, Gardner defined intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner & Hatch, 1989, p. 5).

Before Gardner's theory of multiple intelligence swept over the world of education, the idea that intelligence can be represented by a single number was still believed by many. In 1905 Alfred Binet and Theodore Simon created the Metrical Scale of Intelligence as a means to test students who needed additional help in learning (Parkay & Stanford, 2008). The original test has been altered, revised, and adapted to the one American children are assessed with today. Criticisms of the standardized IQ test include that it is culturally biased causing white middle-class members to have an advantage (Parkay & Stanford, 2008). Despite the cultural bias, IQ tests and standardized tests are still distributed across the country. In our society we are accustomed to ranking and judging everyone. By using standardized tests, a line can be drawn

and distinctions can be made for students as to whether they are below average or within a certain percentile. In *MI at 25*, Branton Shearer (2009) writes, "IQ remains the cornerstone of a school's curriculum. This, of course, matches with the priorities of the age of information and technology-math, science, and reading reign supreme as the hallmarks of an intelligent person" (pg. 3). In Gardner's 10th Anniversary edition to *Frames of Mind* he explains that he was unaware of how loyal society would hold onto their view of intelligence; as something that everyone had to a greater or lesser extent and that it can be defined by a single standardized test (1993).

When Gardner's theory of multiple intelligences was introduced in 1983 it was considered new and radical (Hock, 2009). Gardner was challenging the upheld belief that intelligence can be labeled based on a number from a test. How can one number represent what an individual is capable of? Gardner believed that people can do extraordinary and intelligent behaviors but have it not show up on an IQ test. Many viewed intelligence as how well someone did in school. The problem with that were many schools only focused on linguistic and logical-mathematical areas. Problem solving and literacy are considered crucial in the school setting but the ability to create a work of art is pushed aside, most likely because it cannot be completed and graded using a standardized method (Gardner & Hatch, 1989). Gardner (1993) writes, "I wanted to broaden conceptions of intelligence to include not only the results of paper-and-pencil tests but also knowledge of the human brain and sensitivity to the diversity of human cultures" (introduction). He felt as though students should not be deemed intelligent based off of only two categories, linguistic symbolization and logical-mathematical symbolization (Gardner & Hatch, 1989). Intelligence is an extremely abstract word that every person and culture will define differently depending on the time. To label someone as below the "normal" level based on one

standardized test, will stay with that person forever. For these reasons, Gardner developed his MI theory based on neurological, evolutionary, and cross-cultural evidence dealing with a variety of abilities (Gardner, 1993).

To form his theory, Gardner observed many different individuals. Gardner (1993) explains that “studies of prodigies, gifted individuals, brain-damaged patients, idiot savants, normal children, normal adults, experts in different lines of work, and individuals from different cultures” were conducted and evidence was recorded (chpt.1). Abilities and capacities that constantly showed up among these groups were considered for classification as intellectual competences (Gardner & Hatch, 1989). From this research Gardner comprised prerequisites for an intelligence, which indicate whether or not an intelligence is useful and needed. To even be considered as a candidate intellectual competence, Gardner (1993) believed each must “entail a set of skills of problem solving-enabling the individual to resolve genuine or difficulties that he or she encounters and, when appropriate, to create an effective product” (chpt.4).

If a capacity exemplified the prerequisites, it would then be considered a candidate intelligence. From there the candidate intelligence would then be assessed based on the eight criteria Howard Gardner created. A candidate intelligence does not need to possess all eight signs, but it will never become a separate intelligence if it only shows one or two of the criteria (Gardner, 1993). The eight criteria originally listed in *Frames of Mind* by Gardner are:

Potential isolation by brain damage, the existence of idiots savants, prodigies, and other exceptional individuals, an identifiable core operation or set of operations, a distinctive developmental history, along with a definable set of expert “end-state” performances, an evolutionary history and evolutionary plausibility, support from experimental

psychological tasks, support from psychometric findings, and susceptibility to encoding in a symbol system. (chpt.4).

Potential isolation by brain damage meant that a particular mental ability can either be destroyed when brain damage occurs or spared even if all other mental abilities have been destroyed (Hock, 2009). The mental ability displays a distinction from all others. The second criterion explains that there are people who possess high abilities in an area. Gardner discusses that in the case of an idiot savant there is almost always a particular intellectual skill which performs higher (1993). An identifiable core operation is “one or more basic information-processing operations or mechanisms” (chpt.4). It is a mental ability that is specific to that candidate intelligence. A distinctive developmental history meant that an individual can follow through a distinguishable path beginning with simple skills and ending with advanced steps dealing with each particular intelligence (Hock, 2009). An evolutionary history for a candidate intelligence is one that “shows evidence of evolutionary development, based on cross-cultural research and similar abilities in nonhuman animals” (Hock, p.103).

Gardner meant that, support from experimental psychological tasks is a way to test the intelligence. In order to become an intelligence the candidate should be tested using specific techniques to determine if it differentiates itself from others. If an individual can perform two tasks simultaneously than we can assume that the tasks are calling upon two separate capacities. Support from psychometric findings is the ability to correlate a candidate intelligence with a standardized test, such as an IQ test (Hock, 2009). Although Gardner was not in favor of standardized tests, he admits that if the candidate intelligence can correlate highly with one, it will enhance its credibility (Gardner, 1993). The final criteria, susceptibility to encoding in a symbol system deals with the intelligence having the ability to be expressed in a written form. If

a candidate intelligence possesses several or all of the criteria, it will become an intelligence, if not it will be crossed off of the list. Some of the other candidates of intelligence that haven't quite made the cut are spiritual intelligence, sexual intelligence, moral intelligence, and digital intelligence (Flynn, 2007).

In addition to observing the mental skills of a variety of individuals, Gardner expanded on prior research he conducted on functions of the brain (Hock, 2009). According to Roger Hock, Gardner "demonstrated that the human brain is not only diverse in its abilities but also extremely specialized in its functioning" (2009, p. 101). The human brain can be divided into many different lobes, parts, and areas and each of them can play a specific role with the different intelligences. Through his research, Gardner found that specific regions showed to have a greater importance with certain tasks (1993). When Gardner studied individuals with brain damage he observed and recorded exactly what region of the brain was damaged and what abilities it had an effect on (Hock, 2009). From this research Howard Gardner believed that "different parts of the human brain are responsible for different intelligences altogether" (pg. 102). Shearer (2009) describes the different areas associated with each intelligence; Musical intelligence is associated with the right anterior temporal lobe, the frontal lobe, and the right auditory cortex. Spatial intelligence is associated with the right hemisphere, parietal posterior lobe, occipital lobe, hippocampus, and temporal lobe. Bodily-kinesthetic intelligence involves the cerebral motor strip, thalamus, basal ganglia, and cerebellum. Linguistic intelligence is associated with the left hemisphere's temporal and frontal lobes. Logical-mathematical intelligence involves the left parietal lobes and temporal and occipital association areas. Interpersonal and intrapersonal intelligences are associated with the frontal lobes, prefrontal cortex, and the anterior temporal lobe.

Linguistic intelligence focuses on the mastery of language. An individual possessing high ability in linguistic intelligence shows sensitivity, creativity, and skill with language. They have a great ability to get their message across as well as to understand others. Individuals possess the ability to think in words. The core operations for the linguistic intelligence are syntax, phonology, semantics, and pragmatics (Hock, 2009). Careers or domains that would require significant use of the linguistic intelligence would be a poet, novelist, comedian, lawyer, teacher, and journalist. Some examples of individuals who possess high linguistic intelligence are Ellen DeGeneres, Dr. Seuss, Dan Brown, and Shel Silverstein. Gardner (1993) writes that linguistic intelligence is the most popular, most used intelligence, and also the most studied across the human species.

Musical intelligence is the ability to think in music and sounds. Individuals with a high capacity of musical intelligence are constantly hearing beats, tempos, and patterns. Some of the core operations are pitch (melody), rhythm, timbre, and tone. They hear patterns, recognize them, and then also may have the ability to manipulate those patterns (Baum et al., 2005). Individuals can reproduce sound through an instrument or their voice. Musical intelligence is not just hearing and understanding the core operations, but having an appreciation for it as well. Domains that require significant musical intelligence are a musician, choreographer, conductor, composer, songwriter, or performer. Some examples of individuals who possess high capacities for musical intelligence are Mozart, Justin Timberlake, the band Maroon 5, and Shane Sparks. Gardner believed that this was the earliest intelligence to emerge (1993).

Logical-mathematical intelligence deals with abstraction and an individual's ability to handle reasoning. It focuses on comparing, analyzing, and computing relationships between abstract objects and ideas. Cause and effect relationships and logical reasoning are used greatly

by people who possess high logical-mathematical intelligence. Individuals have a way with numbers and quantities and manipulating them. Careers in which individuals would have a high capacity of logical-mathematical intelligence are scientists, architects, engineers, and philosophers. Individuals possessing a high capacity for this intelligence are Albert Einstein, Marie Curie, and Isaac Newton.

Spatial intelligence recognizes the ability to perceive the world visually and accurately. Individuals with a high capacity for spatial intelligence can perform manipulations, transformations, and modifications with objects or images in their mind. They are able to recreate an experience or an image from memory. Domains or careers in which individuals with a high capacity for spatial intelligence would work are architects, pilots, sculptor, painter, and an interior designer. Individuals who excel in this area are Pablo Picasso, Vincent van Gogh, and Alexander McQueen.

Bodily-Kinesthetic intelligence is the ability to control your own body, your motions and movements through both gross motor and fine motor activities. Individuals possessing a high capacity of bodily-kinesthetic intelligence are very aware of their body and are able to use it to achieve a specific goal. Individuals demonstrate a sense of timing and coordination. Domains that require significant bodily-kinesthetic intelligence are athletes, actors, dancers, and surgeons. Individuals who possess a high capacity of this intelligence are Jayson Werth, David Beckham, and neurosurgeon, Ben Carson. Both Jayson Werth and David Beckham demonstrate the use of bodily-kinesthetic through gross motor activities, whereas Ben Carson exhibits high bodily-kinesthetic intelligence through fine motor movements with just his hands. Although the activities are different, all three men possess high levels of this intelligence by demonstrating such control over their bodies.

The next two intelligences Gardner named the personal intelligences; interpersonal and intrapersonal. Intrapersonal intelligence is the ability to know yourself, the emotions and feelings that you are expressing. Hock (2009) labels it as the ability “to be aware of and understand who you are, your emotions, your motivations, and the sources of your actions exist in varying degrees among humans” (p. 106). It means understanding and knowing yourself so well that you are able to distinguish between your abilities, strengths, reactions, likes, dislikes, and goals. Roles that require a high capacity for intrapersonal intelligence would be a therapist, psychologist, or philosopher. Individuals who demonstrate a high capacity for this intelligence are Helen Keller, Hermann Rorschach, and Sigmund Freud. Interpersonal intelligence is somewhat the opposite in that it looks outwards towards others. It is the ability to understand and make distinctions between other individual’s needs, moods, feelings, intentions, motivations, and emotions. Interpersonal intelligence deals with responding to the emotions and moods of others as well. A core operation for this intelligence is empathy. Careers that require significant interpersonal intelligence is an educator, activist, counselor, and nurse. Individuals who possess high interpersonal intelligence are Abraham Maslow, Oprah Winfrey, and Nelson Mandela.

The eighth intelligence added, naturalist intelligence, is the ability to be familiar with and recognize the natural world around us. Individuals are very aware of the environment and the objects and animals in the environment. They can discriminate between different classifications of animals and show sensitivity and appreciation to all objects in the natural world, not just animals but rocks, clouds, and plants as well. Roles that require significant naturalist intelligence are farmers, chefs, environmentalists, biologists, and animal activists. Individuals who possess high naturalist intelligence are Charles Darwin, Jane Goodall, and Rachel Carson. The ninth intelligence which is still being tested and decided upon is existential intelligence.

Existential intelligence according to Roger Hock (2009) is “the ability to engage in transcendental concerns, such as the fundamentals of human existence, the significance of life, and the meaning of death” (p. 103). Examples of individuals who possess high levels of existential intelligence are Carl Rogers and Martin Luther King Jr.

In Thomas Armstrong’s *Multiple Intelligences in the Classroom* (2000) he points out several key points of Howard Gardner’s theory of multiple intelligences. The four key points that he provides are; “each person possesses all eight intelligences, most people can develop each intelligence to an adequate level of competency, intelligences usually work together in complex ways, and there are many ways to be intelligent within each category” (p. 8-9). Armstrong (2000) explains that this is a theory of cognitive functioning; it isn’t a type theory in which individuals fit into one category. Everyone’s minds are unique and therefore their capacities of the different intelligences are all unique and different as well. Some people may possess extremely high levels of all eight of the intelligences whereas others, such as a savant, may be extremely high in one intelligence and low in the others. Armstrong discusses that through proper instruction and encouragement everyone can develop the eight intelligences into a moderately high level.

Although the eight intelligences are free-standing and distinguishable, Armstrong (2000) points out that they can work together. Many tasks require the capacity of two or three different intelligences. For example, a musical performer who is putting on a show is incorporating musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and linguistic intelligence. The performer is hearing the rhythm and melody and is singing and dancing along with it, showcasing musical intelligence. The way they move around the stage and take control of their own body is demonstrating bodily-kinesthetic. The way the performer feels the

excitement from the audience and feeds off of it displays interpersonal intelligence. Finally, if the performer wrote their own lyrics to the song they are demonstrating linguistic intelligence. The way they combine words to convey a message to the audience shows linguistic ability. Although each intelligence is separate and we can distinguish amongst them all, they do interact and work together at many times.

The final point that Armstrong (2000) discusses about the MI theory is that an individual does not have to possess all the core operations of an intelligence to be considered highly intelligent in that area. An individual can compose music and feel the rhythm of a sound, but may not be able to sing it to an audience in tune. An individual may be excellent at telling stories in front of people, displaying linguistic intelligence, but may be illiterate. Although there are core operations in each intelligence and indicators which point to a person possessing a specific intelligence, Gardner never specified that an individual needed to possess them all.

When Howard Gardner published *Frames of Mind* in 1983 he was hit by criticism immediately. Society did not want to change their longstanding beliefs about a single score for intelligence. However, Gardner was prepared to some degree, even having a whole chapter dedicated to a critique of his theory in the original publication of *Frames of Mind*. Gardner was interested in how his theory would compare to others that were popular at the time. Gardner (1993) writes “It is important to consider how the theory stacks up with other competing theories of human cognition: Is it too extreme or too eclectic? What does it accomplish, and what does it omit?” (chpt.11). Gardner anticipated criticism, but not to the extent he received. Gardner never studied the psychology of intelligence. His background was in cognitive psychology and while studying the brains of stroke patients, his theory began to form. Gardner (2009) writes “I soon learned that the study of intelligence is a very crowded area in psychology, that it has very strong

advocates” (p. 103). Among some of the advocates against Gardner’s theory were Charles Murray, James Flynn, and Perry Klein.

Charles Murray was a firm believer in *g*, the general intelligence factor dealing with IQ scores. When *Frames of Mind* was released in 1983, Murray (2009) writes “I dismissed Howard Gardner’s multiple intelligences as politically correct claptrap” (p. 51). After years of debate and disagreement between Gardner and Murray, Murray (2009) has finally come up with three truths that hold true for both theories; “People who write about human abilities should stop using the word intelligence, when dealing with individuals, MI is the way to go, and when assessing the role of abilities in explaining macro social and economic phenomena, *g* becomes useful” (p. 52). Murray (2009) believes that the usage of the word intelligence should be eliminated and rather the word ability be substituted. He feels as though the term intelligence has never been properly defined and too much baggage comes along with it. However, in Gardner’s *Frames of Mind* (1993) Gardner discusses the use of the term intelligence. “I would be satisfied to substitute such phrases as “intellectual competences,” “thought processes,” “cognitive capacities,” “cognitive skills,” “forms of knowledge,” or other cognate mentalistic terminology” (chpt.11). Gardner had already prepared himself for the criticism of his choice of wording.

Murray (2009) acknowledges that if there are tests to measure the abilities proposed by Gardner, then we should be using them. For individuals, it is important to fully understand someone and Murray agrees that testing for the intelligences is beneficial. Murray does believe however that Gardner’s eight abilities are not equally relevant in life (2009). Murray compares the relationship between the abilities to different factors including economic success and parenting practices. He explains that “three of the abilities—bodily-kinesthetic, musical, and naturalistic, have a tiny relationship to earned income” whereas “spatial ability plausibly has

wider relevance to earned income” (p. 53). Murray (2009) believes that linguistic ability and logical-mathematical ability are all-purpose tools and that is why he holds on to the theory behind IQ testing. IQ tests have a strong measure for these two all-purpose tools.

James Flynn challenges the concept of values in Howard Gardner’s theory of multiple intelligences. He feels as though the use of intelligence puts more value on something verses another (2009). Flynn, when writing about Gardner’s beliefs, explains that using intelligence as what an IQ score measures, and labeling dancing as a talent, places less value on the intelligence required for dance. Flynn (2009) writes of the concept of value “but implying that things are of equal value is no more or less a value judgment than ranking them” (p. 58). Flynn also discusses how an intelligence can be portrayed in different ways. Using the examples of sports, Flynn (2009) explains how there can be two kinds of intelligence on the field, someone who is skilled in the sport and someone who can think skillfully. The example he uses is that if these two boys are competing against each other for captain, the one who thinks skillfully on the field will win. One of the problems he has with Gardner’s theory is Flynn doesn’t believe that each core operation within an intelligence is of the same value (2009).

Perry Klein’s biggest criticism with Howard Gardner’s theory of multiple intelligences dealt with the correlation among intelligences. Klein (1997) explains that Gardner did not have strong enough evidence for his theory. Klein goes on to say that Gardner’s definition of each intelligence is circular. He uses the example of a dancer and asking what makes a certain person a good dancer. Klein explains that by using the MI theory, someone would be a good dancer because they possess high levels of bodily-kinesthetic intelligence. The definition of bodily-kinesthetic intelligence, in Klein’s words, is a definition of dance. Klein believes that using MI

theory to explain the situation would lead you to the definition of; a person is a good dancer because he/she is a good dancer (1997).

Klein (1997) also acknowledges the problem with activities that involve several different intelligences. If each intelligence is a free-standing intellectual competence, then how do the intelligences exchange information and work together to perform a task? Klein (1997) goes on to say that if the intelligences do cooperate in activities, how can they be labeled as independent capacities? Klein writes:

If he claims that the intelligences are independent, then it is difficult to account for their interaction during many human activities. If he weakens the theory by claiming that they are not independent, then it is difficult to warrant either calling them “intelligences” or claiming they are “modules” (1997).

Despite the many criticisms of Howard Gardner’s theory of multiple intelligences, the one field that has accepted this theory and implemented it is that of education. The MI theory offered a reason for parents as to why their child may not be performing that well in school (Hock, 2009). Their children may be exceptionally bright in certain areas but not in linguistic or logical-mathematical, the most commonly tested in school. Teachers, parents, and principals alike have incorporated the theory in curriculum all over. In the field of education Gardner’s theory has transformed from just a theory to an approach that schools are incorporating in (Ozdemir, Guneyusu, and Tekkaya, 2006). Schools are using Gardner’s MI theory to match instruction to learning styles, develop curriculum, create a balanced program, and implement authentic ways of assessment rather than traditional means of assessment. In order for students to learn, the material needs to be interesting and meaningful to the individual. By using the MI theory and offering multiple strategies of teaching, you are more likely going to reach all

individuals. On the subject of MI theory in the classroom, Ozdemir et al. (2006) write that “students need to experience learning that allows them to engage all of their intelligences, to explore their own intelligences and how they can impact their learning, and they need to be offered choice in how they are assessed” (p. 74).

In Gardner’s *Frames of Mind* (1983) he devotes a whole entire chapter to the application of intelligences, specifically in the classroom. Years after the original theory was proposed, Gardner continues to focus on the implications of this theory in the classroom. Gardner (1991) writes of students in traditional school settings. He uses a typical conversation between a parent when they ask the child what they have done in school that day and the child replies “Nothing.” Gardner explains that responsible learning must take place. Students should be motivated and interested; if this occurs a change in response could occur. After many years of his theory being implemented in the school setting, Gardner (2009) writes of the two most important principal educational implications:

Pay attention to individual differences. And to the extent that you can individualize education, do so. Decide on what is really important in your discipline or field and teach it, convey it, in several different ways. By that approach, you can reach more children. Moreover, you demonstrate what it means to have a keen understanding of a topic. Those with such a well worked out understanding can present the topic in several ways. If you can only present your topic in one way, your grasp of it is likely to be tenuous (p. 98).

Using Gardner’s theory of multiple intelligences, Bruce Campbell (1994) explains how exactly to implement this theory into the classroom. He begins by offering several different ways to set up the classroom. Many different approaches have proven to be useful including seven learning centers each day, learning centers once weekly, whole-class instruction in

multiple ways, and self-directed learning in which it is the students' choice based on their strengths. Campbell (1994) focuses on the seven learning centers each day approach to illustrate how to set up the classroom. In the classroom there would be seven different centers representing the seven original intelligences. He names his centers based off of famous individuals who possess high capacities for each intelligence. The linguistic intelligence is named the William Shakespeare Center, the musical intelligence is called the Ray Charles Center, and so forth.

Campbell (1994) then goes on to list several materials that each center should contain in order to expand and develop the intelligences. In the linguistic center such resources should include, a variety of reading materials from magazines to reference books, sentence strips, bilingual material, notebooks, paper, and pencils. The logical-mathematical area should include pattern blocks, unifex cubes, tan grams, dice, rulers, protractors, measuring cups, and collections for sorting. The kinesthetic center should have such materials as streamers, hats, costumes, puppets, tools, puzzles, board games, and props. The spatial intelligence center should contain paint, clay, markers, crayons, stamps, charts, posters, computers, and video equipment. The musical center should include CDs, recording equipment, keyboards, tambourines, and homemade instruments. The interpersonal center should be set up as a table for group work with group games and puzzles, board games, and software materials for cooperative work. The intrapersonal area should be somewhere quiet in the classroom with journals, books, independent projects, and personal collections.

In order to understand each child's strength and weakness, Campbell (1994) also suggests giving each student a "current learning preference card" to fill out about themselves. As the year progresses, educators can observe and record the areas that students excel in. Armstrong (2000)

offering the students a choice between assignments. The individual can then choose which one represents their intelligence the best.

Gardner's theory of multiple intelligences was introduced in 1983 and is still affecting our world today. It has been both criticized and welcomed into our society. Although some may advocate against the theory, the field of education has opened up their arms to it. With Gardner's theory being implemented into the classroom, curriculum has been altered, instructional strategies were modified more to align with specific learning styles, and assessment techniques have been updated to a more authentic way. The outcome of Howard Gardner's theory in the classroom is one which incorporates all students and creates a more meaningful and interesting experience for them.

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Developmentally appropriate practices are essential for the growth and learning of the students. This reflection paper highlights the key elements that stand out in the book. As a future educator, I plan to refer back to the practices and strategies mentioned in the paper when planning activities, lessons, and units.

DAP Reflection Paper

The reading on the preschool years describes what children ages three to five typically are undergoing as they develop. The section describes the physical, social and emotional, cognitive, and language and literacy development that most children in this age range are going through. Each area on the different types of development (physical, cognitive, etc) explains where typical three year olds would be and then discuss the progression that four and five year olds make. Under each area of development it is broken down even further so that each teacher has an in depth understanding of how their children are developing. Under physical development for example the section is then broken down into gross motor development, fine motor development and other categories. The subsections also explain how to promote and help each child reach the level that is expected of that age. Each section offers advice and examples so that the teacher can exhibit developmentally appropriate practice in their classroom.

The end of the section offers examples of appropriate practice and contrasts them with examples of questionable practice. Five areas are highlighted in this chapter: creating a caring community of learners, teaching to enhance development and learning, planning curriculum to achieve important goals, assessing children's development and learning, and establishing reciprocal relationships with families. These five areas are the key elements needed by a teacher to promote developmentally appropriate practice. One of the developmentally appropriate practices I particularly enjoyed was on page 157 under teaching to enhance development and learning. It states, "Teachers encourage children's efforts to communicate. They make it a priority to involve English language learners in meaningful interactions at whatever level children are able. Teachers allow children time to think about how they want to respond to a question or comment (wait time)." This absolutely applies to my classroom for practicum.

Fourteen out of the fifteen students are learning English as a second language. In the classroom everything is labeled in both English and in Spanish. The teachers communicate in both languages because some understand more English than others. Because of this dynamic in my classroom I chose the Language and literacy development section, beginning on page 142, to look into further.

The section, “language and literacy development” focuses on the importance of language development, how to promote it, and how to help the children become interested in expanding their language. Language plays a key role in not only reading and writing, but in emotional, social, and cognitive development. This section stood out to me because language development is a major focus in my practicum classroom. My classroom varies incredibly in the ability to use English. Some students can speak in both English and Spanish whereas some students will not even communicate with the teachers. This observation of the classroom is expressed on page 143. The DAP book explains how children at this age “have a great variation in their language development, the range of differences in vocabulary, sentence length, conversation, oral presentation, nonverbal behaviors, syntactical complexity, and ways of organizing thought.” It goes on to explain that preschool years are the best time for children to learn a second language. This is exhibited in one of my children perfectly. One of the students speaks English at home but because he has been immersed in this classroom he can now understand and speak a little bit of Spanish.

In the “promoting language and literacy development” section, I found the strategy of offering expansions to students’ sentences very interesting. I will definitely try to incorporate that into the classroom along with the idea of using topics of interests to introduce new and more advanced vocabulary words. Another part of the section encourages teachers to read to small

groups in addition to the whole group. This week in practicum I read a story to my small group of eight students and had them tell me what they saw on the pages. The children were all actively participating and learned the names of several new animals. With a smaller group of students I was able to hear each individual student and allow all of them to answer different questions.

Bringing in the family and culture into the classroom is also mentioned. Right now in my classroom the parents are sending in pictures of the family and a flag of the country they are from. It is a really nice way for everyone to get to learn about each other and the different cultures that make up this classroom. The section discusses how with meaningful lessons and projects the children can connect to the information and in addition gain more knowledge. I completely agree with this. Making connections is such an important aspect to children's learning.

I did not have too many questions about the reading. I agreed with a lot of what was discussed in this section on the preschool years. Although it was not in the literacy section I chose, I did have a few questions or comments on the social and emotional development. There is a section on relational aggression and it discusses intervention. What kind of intervention would exactly be needed? I have two children in my class who have behavioral problems. One of them has an attention problem and a lack of listening. The other one has an aggression problem where he hits some of the other boys. How exactly should these two boys' situations be handled?

An author study is a detailed look into a specific author. It's an account of the author and several of the books that author has written. I created an author study about Ann Morris and five of her children's books. By understanding the content knowledge in the genre I was placed in, I was able to create a developmentally appropriate and meaningful cross-curricular study surrounding a specific author.

Ann Morris: An Author Study

Joanna Allen

LA & SS Integrated Assessment CIEC 330-01

Professor Mankiw

February 11, 2010

Ann Morris is an award winning author with over 25 awards won and over 100 picture books written for children (Traubman, 2006). She holds a Bachelor of Science, a Master of Arts, and has been both a teacher and editor. Morris has taught both elementary age students and those at the college level. She has worked in the public and private school setting, as a Fulbright exchange teacher in England, and among such universities as Kean College, Columbia University, Bank Street College, and our very own William Paterson University. Morris left teaching to become editor at Scholastic's Early Childhood Department. Her many interests include teaching, traveling, volunteering with the Learning Leaders Program, and food which she incorporates into her writings (Morris). Ann Morris has traveled all over the world to such places as Russia, Kenya, Bolivia, Romania, Japan, China, Netherlands, Sweden, Spain, Israel, Peru, Germany, Guatemala, and Indonesia and incorporates all of those visits into her cross-cultural photo essays.

Some of Ann Morris's works include *Shoes Shoes Shoes, Bread, Bread, Bread, Houses and Homes*, the Grandma series, the That's Our School! Series, *Tsunami, Helping Each other, On the Go, Work, Tools*, and her most recent works are *Night Counting, Sleepy Sleepy*, and *Cuddle Up*. All of Ann Morris's books are made up of photos taken almost entirely by either Ken Heyman or Peter Linenthal. Photographer Heidi Larson traveled with Morris to Thailand to photograph the pictures for *Tsunami, Helping Each other*.

Ken Heyman and Ann Morris have spent many years traveling and working together. Heyman was born in New York City in 1930. During his college days at Columbia he was a student of anthropologist Margaret Mead. After a term paper submitted by Heyman sparked her interest the two became friends and eventually worked together on many projects. Morris and Heyman met while working on a series of sound filmstrips for children. His ability to capture the

human condition and his love for travel, he's been to over 60 countries, bonded Morris and him together. The two have completed over 20 books together (Heyman, 2002).

Ann Morris and Peter Linenthal have worked together on the Grandma series, the That's Our School! series, and a couple other books. The Grandma series is a total of seven books in all. Each book focuses on a grandma, her grandchildren and their heritage. The books look into the different cultures and traditions that make up the United States today. Each book is nonfiction and tells the story of the entire family from grandchildren to parents to grandparents, focusing in on the story of the grandmother and her past. The books discuss the traditions, recipes, and songs that are personal to them. The series includes a Jewish American family story, Hispanic American, Native American, Arab American, British-American, African American, and a Chinese American family story. The Grandma series can be used in classrooms from preschool to elementary school. A unique quality to these books is the larger font for younger students. To accommodate the younger students and make the story easier to understand only the large font can be read. For older students, the whole book can be read and an amazing story will unfold. The, That's Our School! series focuses on the important people that make each elementary school run so smoothly. The different occupations written about are the principal, teacher, custodian, nurse, librarian, and gym teacher.

Hats Hats Hats, Shoes Shoes Shoes, and Bread Bread Bread, take you on a tour around the world describing and illustrating how alike our world is yet how different it is at the same time. Each of the three books focuses on the topic in the title and describes how different a shoe or a hat can be around the world. Ann Morris is a very cultural woman herself, even claiming to be a gypsy, she says "I always have my suitcase packed," (Morris). She shares her love of the

diversity of our world with students still today. You can see Morris out reading her books to classrooms or giving speeches about her stories to communities.

Ann Morris's list of awards begins in 1955 and continues still today. Some of her awards include the Library of Congress Books for Children in 1989 for *Bread Bread Bread*, and *Hats Hats Hats*. In 1990 she received the American Bookseller Pick of the List for both *Loving*, and *On the Go*. In 1992 Morris received that same award, the American Bookseller Pick of the List for *Tools* and *Houses and Homes*. The Children's Books of Distinction was awarded to her for *Houses and Homes* and *Tools* in 1993. For her work on *Tsunami* she received the National Council for the Social Studies Notable in 2005 (Morris). It appears that almost every book Ann Morris is a part of becomes a success.

Ann Morris is not only an award winning author but a very popular one at that. Critics alike took notice of Morris's talents and have been recommending her books in the classroom ever since. President of the Book Vine for Children, Isabel Baker (2006) in "The Reading Chair," offers advice of 150 great books for the classroom. *Hats Hats Hats*, *Bread Bread Bread*, and *Houses and Homes* all made that list. In an article published by the NAEYC by Strasser and Koepfel titled "Block building and make-believe for every child," they recommend placing such books as *Families*, *Loving*, and *Tools* by Ann Morris in preschool settings. The books mentioned have fathers being affectionate towards their children and women using tools. Ann Morris's books are not only great to teach the many cultures of our world, but they show a wide variety of age, gender, and race to eliminate any stereotypes.

Great recommendations come from amazing reviews and that is definitely what Ann Morris has been receiving from her books. Deborah Stevenson (1992) a member of the Board of Trustees of the University of Illinois believes that in *Houses and Homes*, "Morris and Heyman

have employed an appealing approach to make what could have been humdrum textbook-style material into an eye-catching and thought provoking look at human habits.” Judith Sharman (1997) writes “with each tender photograph of child and parent, we are enriched by a sense of wonder at the sheer breadth and variety of life styles and relationships, of differences in culture, of rich and poor, of young and old that coexist in our world,” of Ann Morris’s book *Loving*.

At the beginning of this assignment I was unsure of which author I wanted to learn more about. Ann Morris couldn’t have been a better choice. Many of her stories may not have a central character or a plot, but they are packed with real life experiences from all over the world. Her stories are all nonfiction and show just how diverse of a world we live in. One of the aspects I enjoy so much about her books is the fact that it could be read in a preschool classroom and even a second grade classroom. There are so many activities and lessons that can be done with Ann Morris’s books that all you need to do is adjust the lesson for each grade level. Another quality to the books I enjoy is the photographs. The images are of all different ages, gender, cultures, and race. I even learned from reading the ten books I chose.

What Ann Morris does for a living, she would do for a leisure activity as well. I think what makes her such an extraordinary author of children’s books is her love for teaching combined with her love for travel and her thirst for knowledge. When events happen across the world such as the tsunami that hit Thailand, Morris wanted to be there to share their stories. She was there to record the personal stories of teachers, children, and parents so that elementary aged students across the world could learn of the devastating event (Morris). Reading about authors such as Ann Morris makes me feel so lucky to be an education major and hopefully someday become a wonderful teacher.

great information!

- 1) Culture
- 3) People, Places + Env.
- 9) Global Connections

Morris 6

5/5
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Name: Joanna Allen

Grade- 2nd

Author: Ann Morris

Author's Work: What Was It Like, Grandma? Grandma Esther Remembers: A Jewish-American Family Story

Subject Area: Social Studies

Topic and CCCS: Cultures & Family Traditions (6.2 E2) Identify traditions and celebrations of various cultures

Concept Statement: Students will learn about the culture and family traditions of their classmates.

Activity: I will read the book, *What Was It Like Grandma? Grandma Esther Remembers: A Jewish-American Family Story* by Ann Morris to the class. After the story we will have a discussion about some of the things Grandma Esther and Pamela and Allison did together and learned about. As a class we will come up with some questions that each student can ask their grandparents or family members regarding each of their own heritages. They will be told to interview those individuals and bring back the interview questions and if they can, photos or objects significant to their culture. The students will share some of the new information they learned about their family and culture.

Questions:

Knowledge: What were some of the traditions significant to Grandma Esther, Pamela, and Allison in the story?

Comprehension: Describe in your own words what this story was about?

Application: If you were Allison or Pamela what are some questions that you would like to ask Grandma Esther about her life growing up and her Jewish-American story?

Analysis: Examine the traditions such as Hanukkah presented in the story. Why do you think having traditions and learning about them is so important?

Synthesis: Create questions that you would like to ask your grandparents or family members. What are some aspects of your heritage that you would like to know more about? What was their life like growing up?

Evaluation: Based on the interview questions and information about your grandparents or another family member which time period would you choose to grow up in? Why? If you grew up in the time period of your grandparents, what would be different?

This scaffolds the activity -

starting with the book and leading to children's creations of a personal interview. Well Done!

Author's Work: What Was It Like, Grandma? Grandma Francisca Remembers: A Hispanic-American Family Story

Subject Area: Language Arts Literacy & Social Studies

Topic and CCCS: Comprehension & Response to Text (3.1 G1) Demonstrate ability to recall facts and details about text (6.4 A4) Tell about their family heritage using stories, songs, and drawings

Concept Statement: Students will compare and contrast the Grandma Stories to their family traditions and cultures then create a poem, story, song, or dance to express their culture.

Activity: I will read the book, *What Was It Like, Grandma? Grandma Francisca Remembers: A Hispanic-American Family Story* by Ann Morris to the class. A small discussion about the main parts of the book will be talked about. The students will then receive a piece of paper with a Venn diagram on it. The students will use knowledge from the book and their own cultures to complete the compare and contrast Venn diagram. The children can relate the story to their own lives, for example in the middle of the two circles they could place activities that their grandmas and them do together that are similar to that of the story. The students will then use their Venn diagrams to present facts and information about their family's traditions and cultures through story, song, picture, or dance. *so each child can choose how*

Questions:

to present the information?

Knowledge: Who were the main characters in the story?

good differentiation of assessment.

Describe: Explain in your own words some of the details of Grandma Francisca's Hispanic-American story.

Application: Did this story remind you of anything that you and your grandparents or loved ones have done? What was it?

Analysis: Compare this book with, *What Was It Like Grandma? Grandma Esther Remembers: A Jewish-American Family Story*, and your own culture. What are the similarities? What are the differences?

Synthesis: Create a song, story, poem, dance, or picture that represents this story or your own heritage and culture.

great!

Evaluation: Do you think this was an appropriate title for the book? Why or why not? If you made a story about your family's heritage what would you change the title to?

good application of knowledge about their families.

Author's Work: Hats Hats Hats

Subject Area: Mathematics

Topic and CCCS: Classification (4.4 C1) Sort and classify objects according to attributes

Concept Statement: Students will learn of the different purposes for hats and classify them by that attribute and others.

Activity: Students will be asked the previous day to bring in their favorite hat. I will also bring in a variety of hats such as earmuffs, a scarf, a jacket with a hood, a police hat, helmet, chef hat, etc. I will ask students why that particular hat is their favorite and why they think people wear hats. The book *Hats Hats Hats* by Ann Morris will be read to the class. After the reading we will go over again reasons that people wear hats (protection, occupation, religion, fashion). The students will then sort all the hats into those categories based on the attribute of purpose. The class will then split into two teams and play a game that can involve other attributes and classifying. There will be two hula hoops on the ground situated like a Venn diagram. I know what the two categories are, for example blue and protection, but the students do not. The hats can belong to one category, both, or neither. If it is neither the hat goes on the outside and if it is both it goes in the middle of the two circles. One by one the students make guesses as to where to place the hats, if it is correct it stays. The purpose of the game is to figure out the label on the two hula hoops before the other team. This can be repeated with different attributes.

Questions:

Knowledge: What were some of the different types of hats presented in the book?

Comprehension: Why do you think people wear hats? Why do baseball players wear hats or chefs?

Application: Using the hats as a manipulative, place the hats in different piles based on why people wear them (purpose).

Analysis: What are the similarities and differences between all of these hats? Do people wear them for the same reason? Are they the same color?

Synthesis: What will happen if you place a particular hat inside one of the hula hoops? Will it be the correct answer or not? Solve the problem by figuring out which value of an attribute is represented in both hula hoops.

Evaluation: How does this story relate to the Grandma stories we read earlier? Which story is your favorite? Why?

great guessing game

Author's Work: *Loving*

Subject Area: Language Arts

Topic and CCCS: Writing as a Product (3.2 B1) Produce finished writings to share with classmates and/or for publication (3.2 D1) Create written texts for others to read

Concept Statement: The students will create a story or poem based off the book *Loving*.

Activity: I will read the story, *Loving* by Ann Morris to the class. After reading we will have a prewriting activity and group discussion on what their parents and loved ones do for them. I will write all the students thoughts on the board. After, the students will create their own version of *Loving* for a loved one at home. They will create a book describing what their parent or family member does for them or what they do together.

Questions:

Knowledge: What are some of the activities mommies and daddies do for their children that are mentioned in the book?

Comprehension: Why do you think Ann Morris chose *Loving* for the title of the book?

Application: What kinds of activities and special things do you and your parents or other loved ones do that show how much you care for each other?

Analysis: If we traveled to another second grade classroom in another country and read *Loving* with them, would their activities that they do with family members or how they show they care, be the same or different than ours? Why or why not?

Synthesis: Become the author and create your own version of *Loving*. Include captions and pictures that illustrate what you and your parents, family, and friends do for each other so show that you care.

Evaluation: Do you think any of the examples presented in the book of ways families show their love are any more important than another? Why or why not?

Author's Work: Houses and Homes

Subject Area: Science and Social Studies

Topic and CCCS: Environmental Studies/Interactions (5.10 A1) Associate organisms' basic needs with how they meet those needs within their surroundings. (6.6 E2) Describe the impact of weather on everyday life.

Concept Statement: Students will learn how the environment has an effect on how houses look around the world.

Activity: I will ask all the students to draw a picture of a house. I will then place a photo of my house up on the board and ask students if this is what houses all over the world look like. We will discuss what they think qualifies a house, listing any answers they come up with on the board. Any words that they associate with house will be listed. I will then pull out a large map of the world and place an "x" on New Jersey because that is where our houses are located. We will read the book *Houses and Homes* by Ann Morris and at every page we will place another "x" over the country/location of that picture. After the story I will split them up into groups of four. The students will discuss in groups what factors played a part in how the houses looked in the book. We will gather as a class again and talk about some of the different factors (location, weather/climate, resources available, population, and money) that can have an effect on how houses look. We will then revisit our drawings and list of original words and see if we want to change anything. Use the word bank in future lessons -

not sure if this is the right word

Questions:

Knowledge: What are some of the different kinds of houses in the book? What are they made out of? What did they look like?

Comprehension: What do you think makes a home? What is the difference between a house and a home?

Application: Choose one of the houses mentioned in the book. Imagine you live in that house, how would it be different from your day to day life now?

Analysis: Pick one of the houses mentioned in the book. How does the house you live in vary from the one in the book? Are there similarities? How does it vary from another in the book?

Synthesis: What would happen if some of the houses were built in different parts of the world? Say the house on page 26 from Bali was built in Russia. Would that work? Why or why not?

Evaluation: How do you think the factors, location, weather, resources, and money play a part in what a house looks like? Which factor do you think is the most important in determining the construction of a house?

This is good. You want to have good info about Bali + Russia available.

One idea is to give each group a copy of the book to spark their discussion.

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Morris, A. (1989). *Bread bread bread*. New York: Lothrop, Lee & Shepard Books.

This photographic book illustrates one of the most popular foods in the world, bread. The photos in this book are taken by Ken Heyman from places such as France, Peru, and Ghana. A variety of bread is listed, pizza, pretzel, donuts etc, to show how diverse our cultures are, yet how something as simple as bread is shared between all of us.

Morris, A. (1989). *Hats hats hats*. New York: Lothrop, Lee & Shepard Books.

Hats have many different purposes. There are hats for work, for play, and even for religious purposes. They can come in different size, shape, and color. This book represents the style of hats from different countries all over the world.

Morris, A. (1990). *Loving*. New York: Lothrop, Lee & Shepard Books.

Ken Heyman and Morris travel all over the world to illustrate and write about the power of love. This book describes what mommies and daddies do for their children. It shows what people do for the ones they care about whether it be family members, friends, or even pets. Where ever you are in the world, everyone shows caring for their loved ones.

Morris, A. (1990). *On the go*. New York: A Mulberry Paperback Book.

This book, with photos by Ken Heyman, shows how people travel around the world. From walking to cars to train to plane everyone uses some form of travel to get to different places. It illustrates how different countries are but how alike we all are at the same time. This is a book of the world moving.

Morris, A. (1992). *Houses and homes*. New York: Lothrop, Lee & Shepard Books.

There are houses all over the world. Some are big, some are small. Some are meant for a family, some only for one. This book shows photos of the diversity in houses in different countries. It illustrates the different sizes, structure, material, and purpose of houses. One thing is the same however, it takes love to turn a house into a home.

Morris, A. (1995). *Shoes shoes shoes*. New York: Lothrop, Lee & Shepard Books.

This photographic book takes children on a trip around the world looking at the diversity in shoes from countries such as Kenya, Romania, and Japan. Ken Heyman took photos of shoes of different sizes for all occasions. No matter the country or person there are shoes to fit everyone.

Morris, A. (1998). *Work*. New York: Lothrop, Lee & Shepard Books.

This book illustrates different kinds of work from window-washing to cooking, to flying planes. It shows that people all over the world do work. Adults and children alike are involved in work that may be tiring but at the same time rewarding.

Morris, A. (2002). *What was it like Grandma? Grandma Esther remembers: A Jewish-American family story*. Connecticut: The Millbrook Press.

Two girls, Pamela and Allison learn about their grandmother Esther who was born and raised in Lithuania near Russia. Grandma Esther visits the girls in Manhattan or the girls visit her in Brooklyn. Grandma Esther enjoys spending time with her granddaughters doing things such as helping with homework or teaching them of their Jewish heritage. She tells them of her childhood, World War II, and the family traditions. Esther sings songs in Yiddish and shows them how to cook dishes such as tzimmes.

Morris, A. (2002). *What was it like Grandma? Grandma Francisca remembers: A Hispanic-American family story*. Connecticut: The Millbrook Press.

This is a true story of Angelica, her parents Anna and Andres, and her grandmother Francisca living in San Francisco. Angelica and Grandma Francisca spend a lot of time together reading and speaking Spanish to help Angelica learn. Grandma Francisca shows photographs from her childhood and tells Angelica of their Hispanic heritage. Angelica learns of Three Kings Day, how to make tortillas, and the Virgin Mary.

Morris, A. (2002). *What was it like Grandma? Grandma Maxine remembers: A Native-American family story*. Connecticut: The Millbrook Press.

Shawnee, a young girl, belongs to the Shoshone tribe at Fort Washakie in Wyoming. She lives with her mother, Wanda, brother, and two sisters. Grandma Maxine and Grandpa Pee Wee live very close by. The story describes the daily life and culture on the reservation. Grandma Maxine shares photographs and stories from her childhood with Shawnee. She learns of Sacagawea, symbols like the wild rose and buffalo, the tepee, tribal customs, fry bread, and dream catchers.

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Ann Morris - 2nd grade

CIEC 330: Curriculum I: Language Arts & Social Studies Integration and Assessment

Author Study= 15 points

Name: Joanna Allen Rating: ISRT Exemplary (Date: 2/11/2010)

For an overall rating of Exemplary, your total score must be at least 13 points. For an overall rating of Acceptable your total score must be at least 8 points. Reminder: 2 points will automatically be deducted for late submissions.

Author Study

Element	Exemplary	Acceptable	Unacceptable
Annotated Bibliography (3-4 points) (4)	Annotated bibliography is comprehensive, and includes all components. Synopsis of books includes reference to literary elements. (3-4 points)	Annotated bibliography includes several of the author's works and most components. Synopsis of books provides sufficient detail to demonstrate books were read. (1-2 points)	Annotated bibliography is missing many components and/or includes inadequate review. Synopsis is simply paraphrasing of book jacket or online synopsis. (0 points)
Review of Author's Life and Work (2 points) (2)	Student provides an original, in-depth review of the author studied and his/her literature. At least 4 references have been used with appropriate citations noted in APA style. Technology used. (2 points)	Student provides a basic review of the author's studied and his/her literature. At least 3 references have been used but may not be properly cited in APA style. (1 point)	Student provides a cursory review of the author's life and/or their work. References are limited or sections are taken directly from other sources without proper references. (0 points)
Activities (6-7 points) (1)	Mini-lessons are clear, creative, and integrate the author's work into lessons with questions designed to enhance critical thinking. Plans meaningfully integrate language arts literacy with science and math. The focus of each activity is clearly linked to a desired outcome (e.g., NJCCCS or ECE expectations) in science and/or mathematics as well as in language arts literacy. (6-7 points)	Mini-lessons integrate the author's work into lessons with some questions based on Bloom's taxonomy. Most are grade appropriate. And incorporate cooperative learning. Activities are related to science and math and language arts literacy is somewhat integrated. (4-5 points)	Includes limited activities. Author's works are a minimal focus of many activities. Questions are low level. Activities only peripherally targeted to math, science, and language arts literacy. Many rely heavily on teacher-direction and are mostly closed activities. (0-3 points)
Grammar & Style (2 points) (2)	Paper is well written, free of errors, readable, and logically presented. (2 points)	Paper is organized and coherent. Paper may have some errors, but it is clear that it has been proofed. (1 point)	Paper is disorganized and difficult to follow. Several grammar or spelling errors are evident. (0 points)

General Comments:

Excellent author study. I'm glad you chose Ann Morris. Your mini lessons make excellent use of her literature.

Evaluator

Sue Manhui

A story stretcher is used to enhance and "stretch" a story. Activities can be implemented in the classroom based around the original story. I used the children's book Cloudy with a Chance of Meatballs by Judi Barrett and created a meaningful experience for the students through literacy and the creative arts. By being familiar with and understanding the content knowledge I was able to effectively enhance a story for the students.

Story Stretcher Project

For this assignment, with guidance from Schiller and Phipps's *Starting with Stories*, I chose to read one of my favorite pieces of children's literature, Cloudy with a Chance of Meatballs by Judi Barrett to my second grade class. My story stretcher wound up being stretched throughout a couple of days and the sequel, Pickles to Pittsburgh again by Judi Barrett along with the movie *Cloudy with a Chance of Meatballs* were both used as well. A language arts activity and art assignment followed.

Cloudy with a Chance of Meatballs is about a grandfather who tells his two grandchildren a bedtime story about the town of Chewandswallow. This town is just like any other normal one except for one thing; there are no food stores in the town because the sky supplies all of the food. The weather in the town came three times a day, for breakfast, lunch, and dinner, supplying the people with everything to eat. Everything was fine in Chewandswallow, until the weather took a turn for the worst. The food was getting larger and larger, houses were being ruined, school was being closed, and the Sanitation Department was being overworked. Because of the weather, the people decided to leave the town of Chewandswallow. They sailed away on pieces of stale bread to a new town where the people had to actually go to the supermarket for food.

The sequel, Pickles to Pittsburgh, describes what happened to the town of Chewandswallow after the people deserted it. In Kate's dream she and Henry, the grandchildren from Cloudy with a Chance of Meatballs, travel back to the town only to find it still filled with large amounts of food. Chewandswallow had so much food left over that they decided to start a shipping program, the Falling Food Company, where they export food and beverages to less fortunate countries. I personally enjoyed both books. I think that both Cloudy with a Chance of Meatballs and Pickles to Pittsburgh are great examples of where your imagination can take you. In both stories you know right from

the beginning that they are a bedtime story and a dream, yet you still get lost in the fun and playful story. The stories are filled with comical and clever illustrations as well. I think overall these two stories can be used for a variety of ages depending on the activities used with them.

The literacy activity involved reading both Cloudy with a Chance of Meatballs and Pickles to Pittsburgh and watching the movie *Cloudy with a Chance of Meatballs*. As a class, before we read the actual book, we made predictions about what we thought would happen in Cloudy with a Chance of Meatballs using the title and cover page as clues. After reading the book I wrote the town name on the dry erase board and I asked the class why they thought the author named the town Chewandswallow. We also had a class discussion about the different foods that fell down from the sky during the different meals and weather conditions (3.5.2A1 Speculate about characters, events, and settings, in books, film, and television & 3.4.2A3 Listen and contribute to group discussions). Questions asked include; What different types of food do you remember seeing in the story? What kind of food fell for breakfast? What happened to the remaining food? What else could the Sanitation Department do with the leftover food? When it rained, what kinds of food and beverage fell? How would the story be different if toys fell from the sky instead of food?

During the course of the three days the students also watched the movie *Cloudy with a Chance of Meatballs* and then compared and contrasted the book and movie using a Venn diagram (3.5.2A5 Compare and contrast media characters). After, we had a class discussion about how the two versions were similar and different. Before we read the sequel, Pickles to Pittsburgh, we summarized what happened in the first book and made predictions about what the book would be about using the title and cover page.

For the art activity I told the students to vision themselves as townspeople of Chewandswallow. What kind of food would fall from the sky if you could have anything

you wanted? I told the students to illustrate a scene from the book with their ideas of what food they wanted to fall from the sky. I told the students to also write a little bit about the picture. What was their favorite foods? What was illustrated in the picture? Why did you choose that particular food?

GRADING RUBRIC FOR STORYSTRETCHER PROJECT
Dr. Janis Strasser CIEC365, Creative Arts & Children's Literature

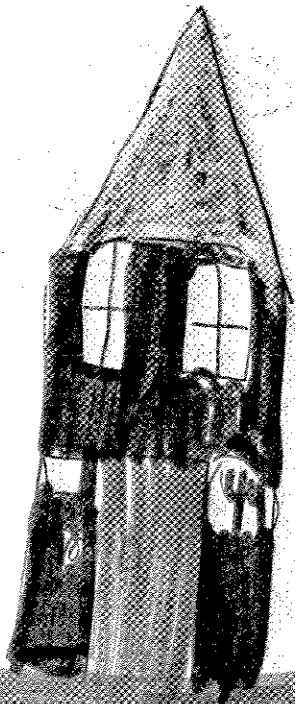
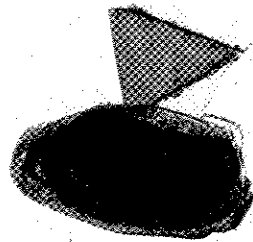
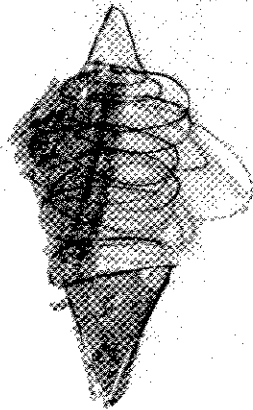
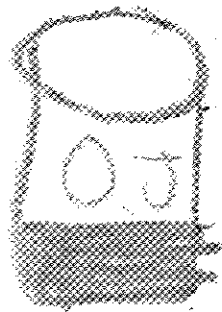
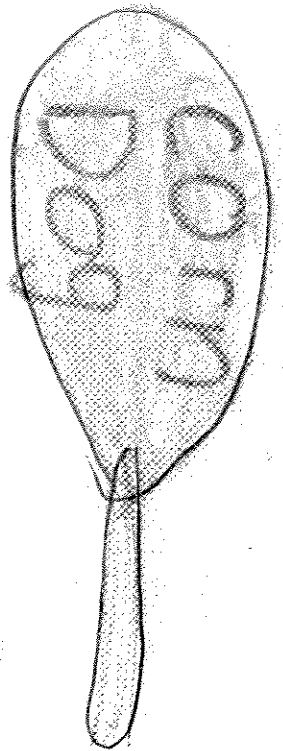
Name Joanna Allen Story Cloudy with a Chance of Meatballs Date 5/11/10

Category	Target	Acceptable	Unacceptable	Score
1. Art/Music activity (2 pts., 4 pts. If no oral presentation)	Activity is very creative, open-ended, and developmentally appropriate for the age/grade 2 pts., <u>4 pts.</u> If no oral presentation	Activity is somewhat creative, open-ended, and developmentally appropriate for the age/grade 1 pt., 2 pts. If no oral presentation	Activity is not creative, open-ended, and/or developmentally appropriate for the age/grade 0 pts	
2. Literacy Activity (2 pts, 4 pts. If no oral presentation)	Activity is developmentally appropriate and includes high level questions/discussion 2 pts., <u>4 pts.</u> If no oral presentation	Activity is developmentally appropriate and includes some discussion 1 pt., 2 pts. If no oral presentation	Activity is not developmentally appropriate and/or does not include discussion 0 pts.	
3. Documentation of project (3 pts., 6 pts. If no oral presentation)	Clear documentation of project is included (letters, photos, artifacts, etc.) 3 pts., <u>6 pts.</u> If no oral presentation	Some documentation of the project is included (at least 1 form of documentation) 2 pts., 4 pts. If no oral presentation	No documentation is included (0 pts.)	
4. Format (3 pts., 6 pts. If no oral presentation)	<input checked="" type="checkbox"/> Paper is 1-2 pgs. and summarizes book & activities well <input checked="" type="checkbox"/> Bibliography is APA style & includes at least 3 references <input checked="" type="checkbox"/> Paper is free of errors in grammar, spelling, & punctuation <input checked="" type="checkbox"/> Paper is completed on a word processor (10-12 pt. font, double spaced) <input checked="" type="checkbox"/> Standards/Expectations included <u>5</u> 3 pts., 6 pts. If no oral presentation	<input type="checkbox"/> Paper is 1-2 pgs., & adequately explains project & book <input type="checkbox"/> Bibliography is APA style & includes at least 2 references <input type="checkbox"/> Paper has minimal errors in grammar, spelling, &/or punctuation, but is readable. <input type="checkbox"/> Paper is completed on a word processor (10-12 pt. font, double spaced) 2 pts., 4 pts. If no oral presentation	<input type="checkbox"/> Thoughts are not adequately organized to explain project <input type="checkbox"/> No references and/or citations <input type="checkbox"/> Multiple errors in spelling, punctuation, grammar &/or style <input type="checkbox"/> Paper is not completed on a word processor 0 pts.	

Comments:

Well written. Good bk. choice, excellent documentation. Use of Venn Diagram was a GREAT idea!

TOTAL SCORE 19 9-10=Target (18-20 if no oral presentation), 7-8=Acceptable (14-16 if no oral presentation), less than 7=Unacceptable (less than 14 if no oral presentation)



Danielle

I drew OT a
Hershey bar, chessee cake
corn dog, macharoni
and meatballs
from the telling

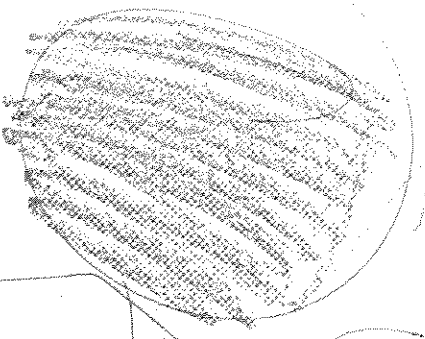
Sketchy

yeah!

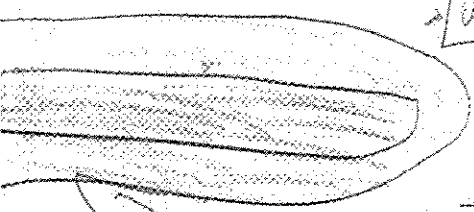
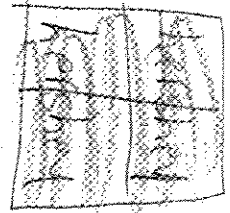
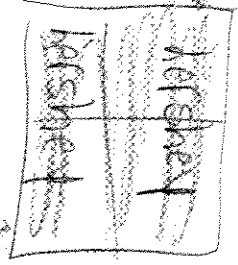


Snowy
ice cream

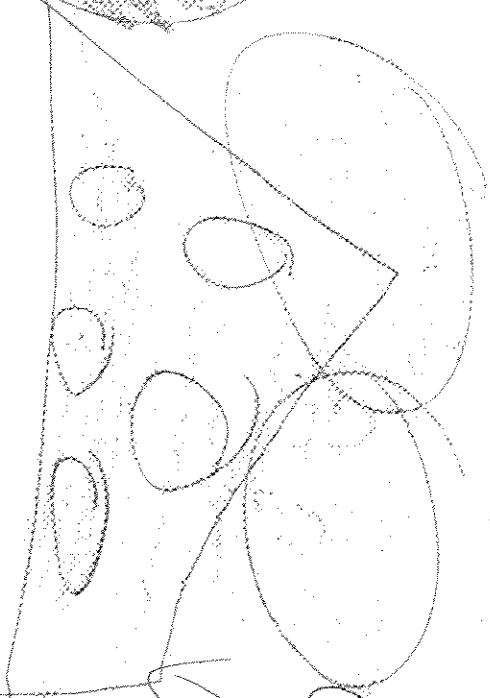
bacon



cheese
cake



hot
dog



cheese

bread

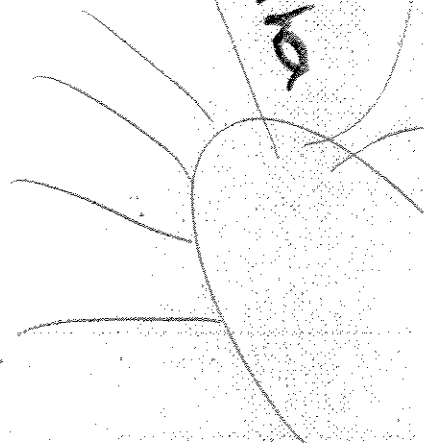


chive

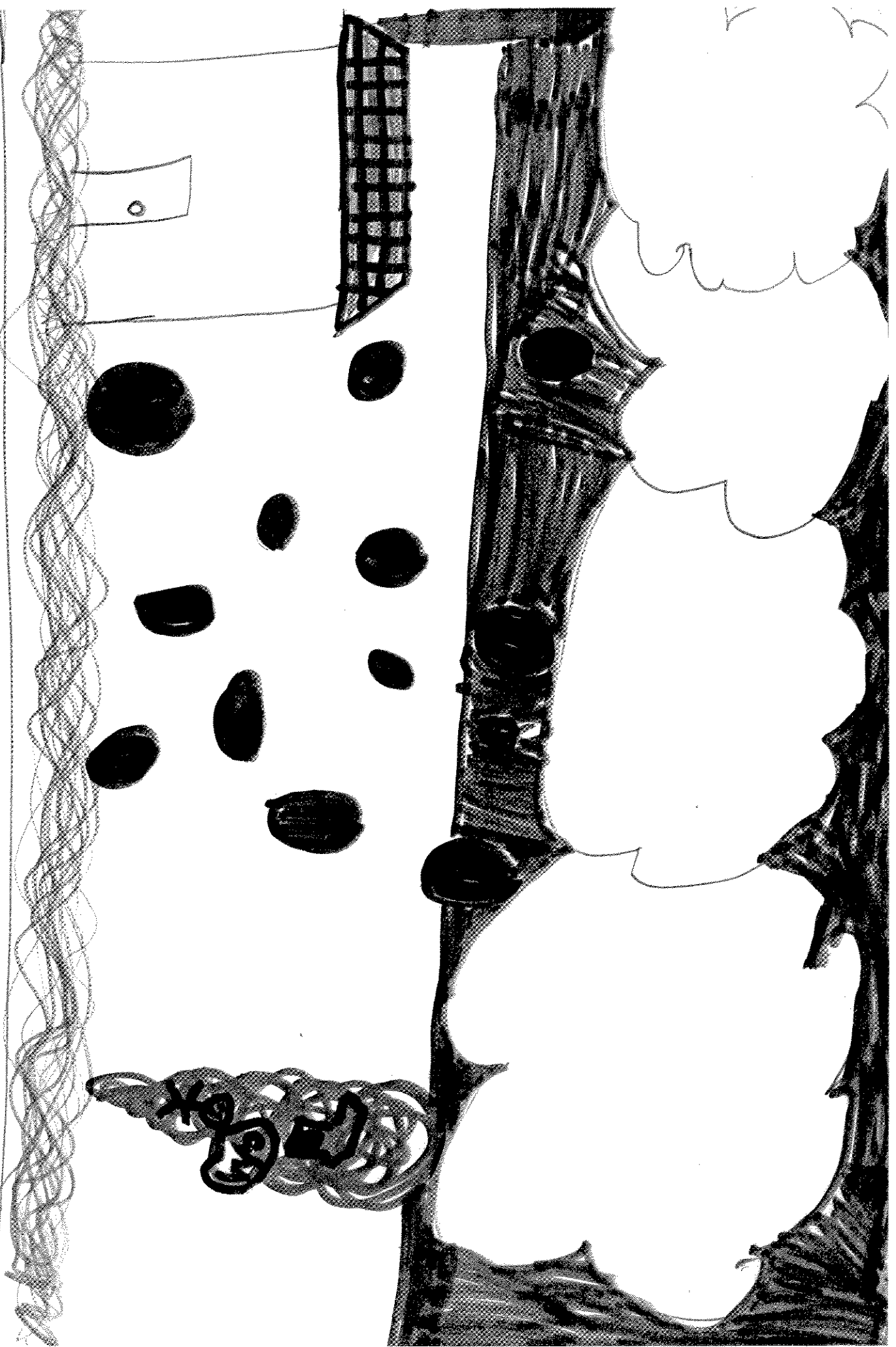


bacon

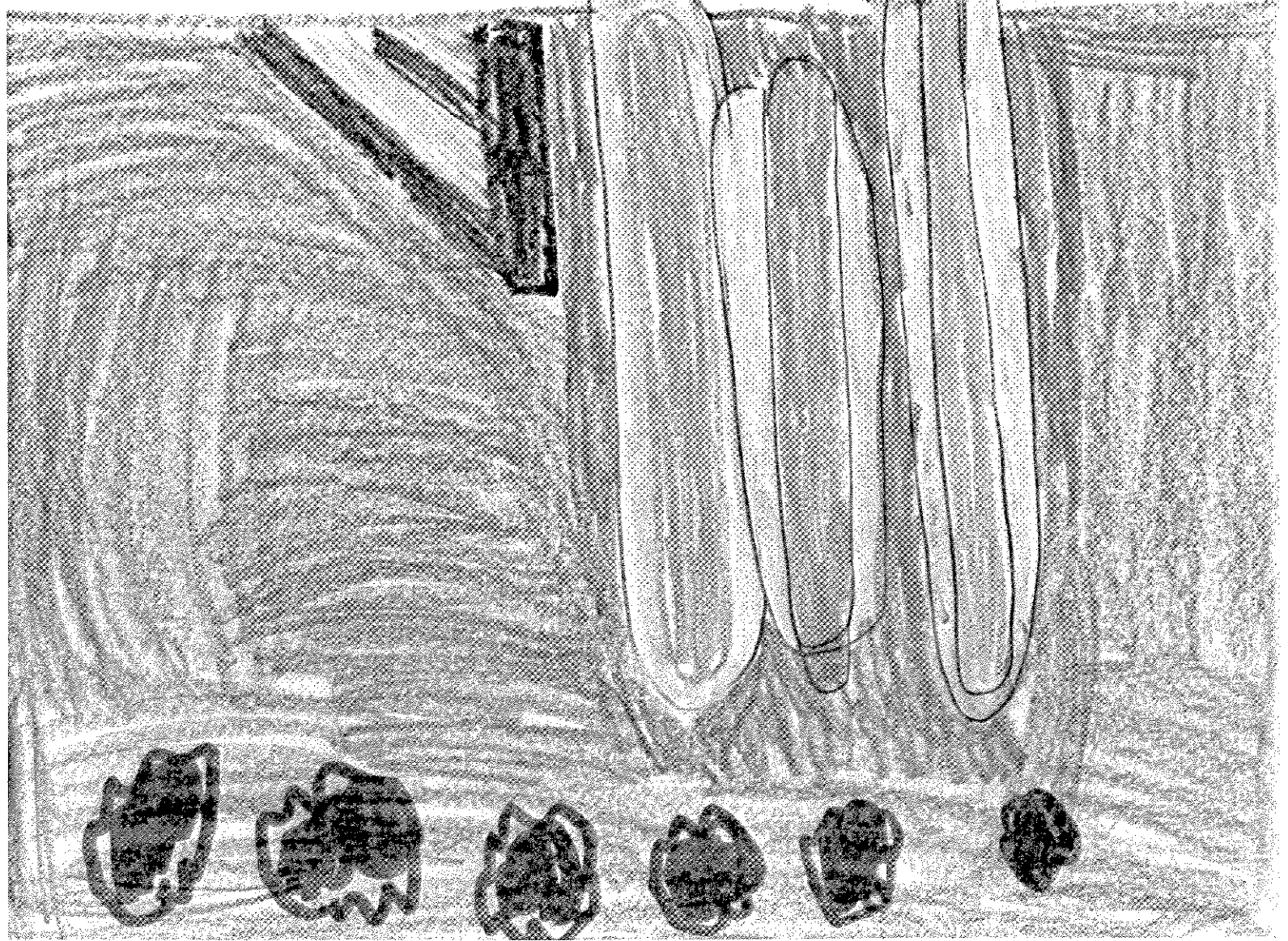
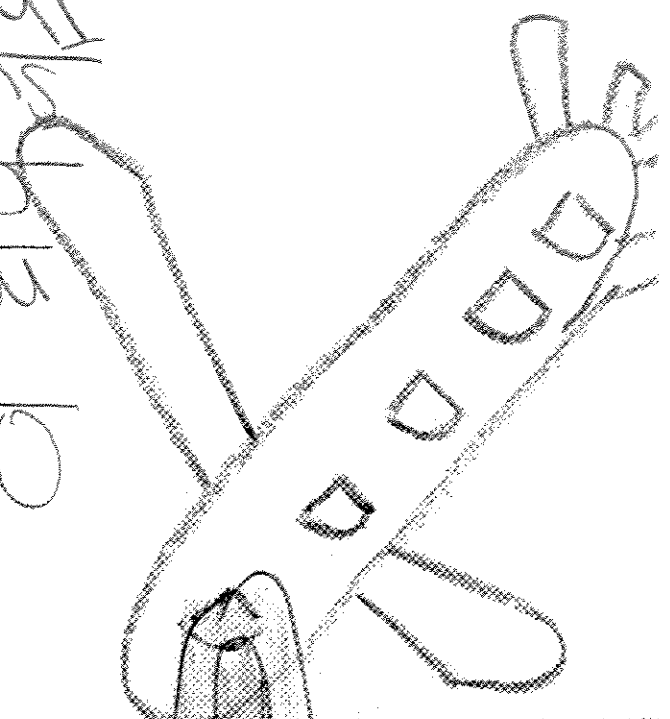
Sunny + side
up eggs



My favorite food is spaghetti and meat balls. I wish it would fall for lunch and dinner.



~~One day Justin and
Matthew were
coming into Chew and
Swallow in an airplane.
They were very
excited.~~



Soybean seeds

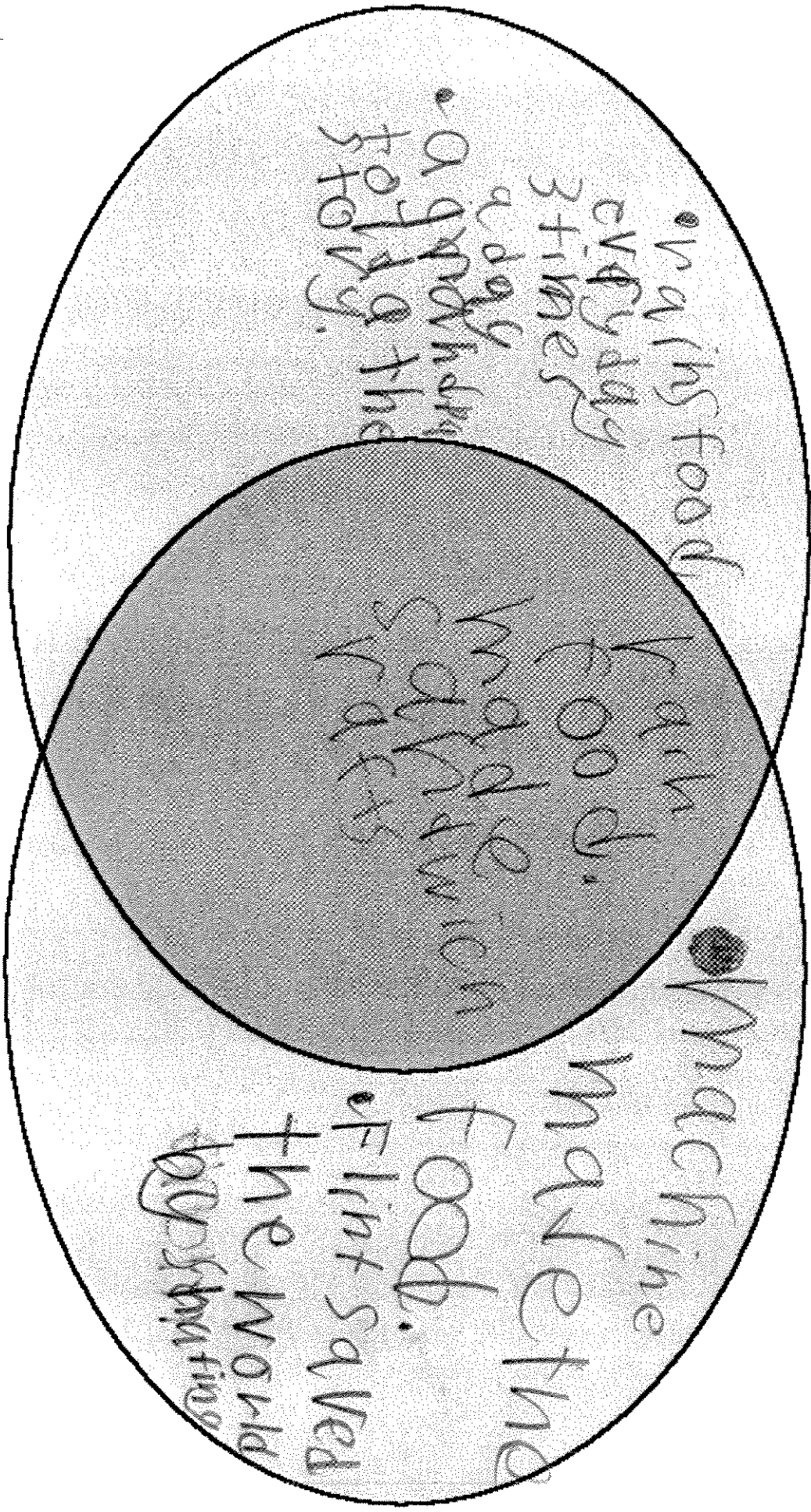
Cloudy
With a
Chance of
Meatballs

Use pictures and
words to compare
the book and
movie.

Book

both

Movie



Cloudy
With a
Chance of
Meatballs

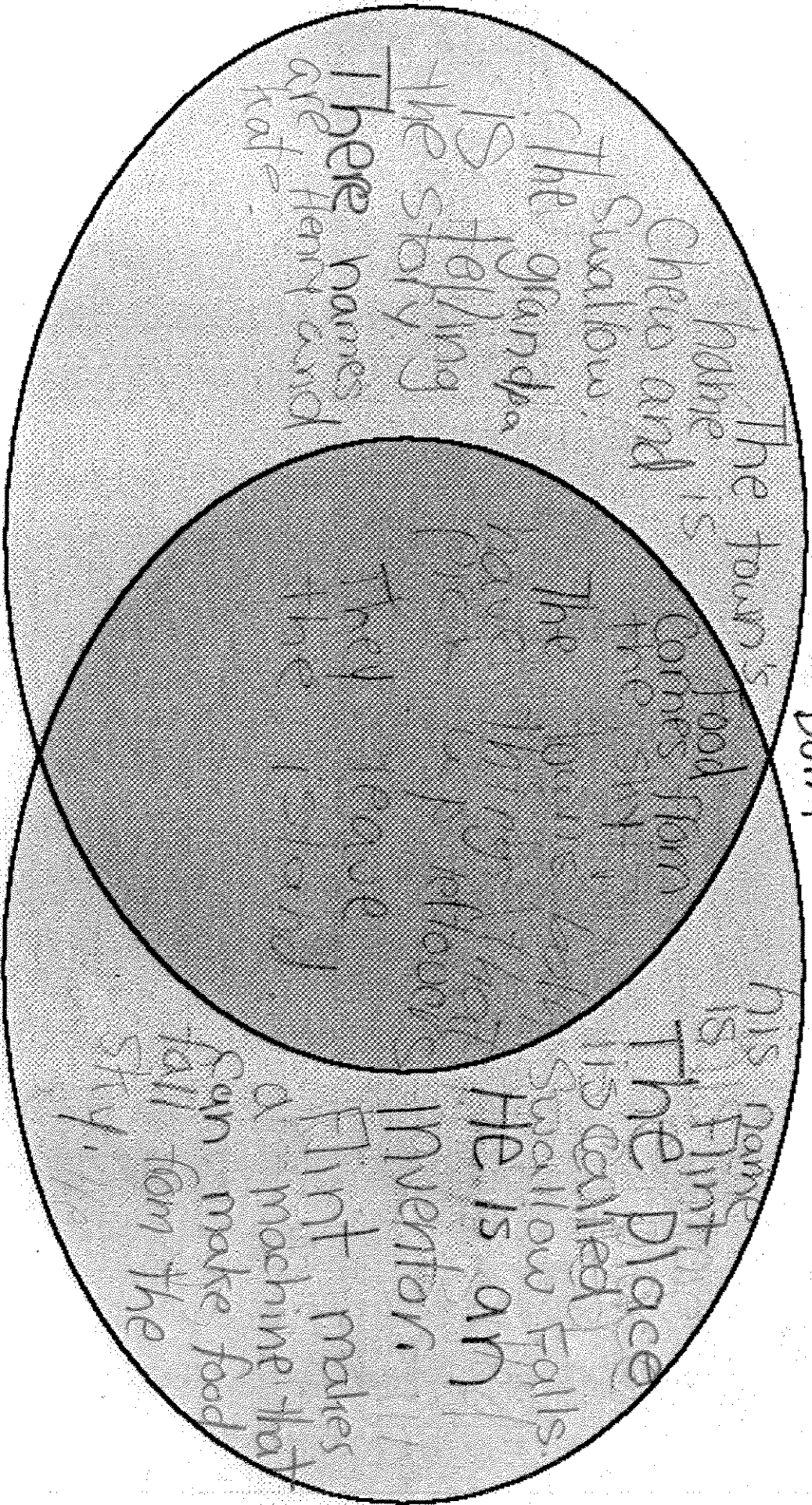
Use pictures and
words to compare
the book and
movie.

Cristina

Book

Both

Movie



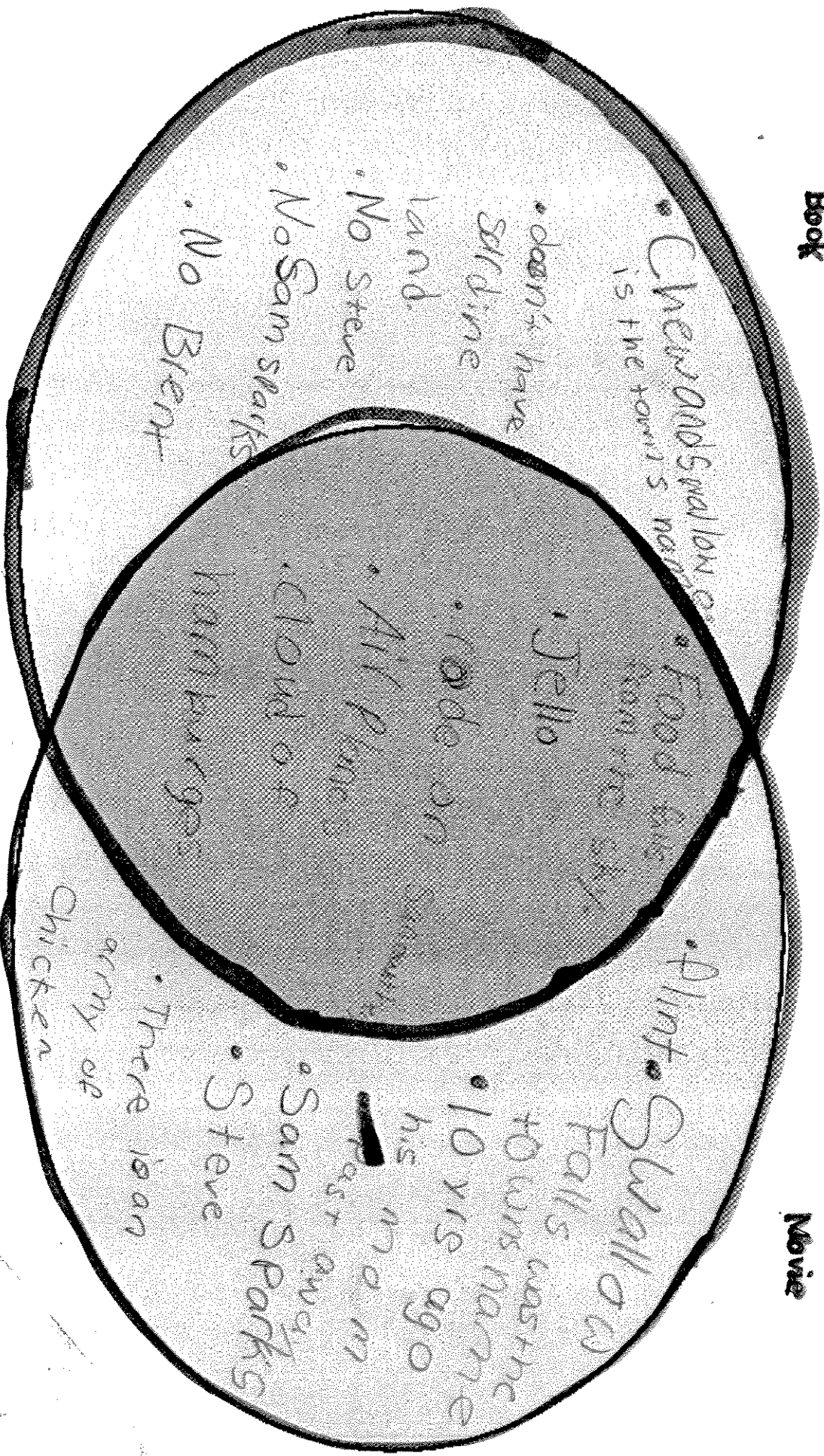
Review

Cloudy
With a
Chance of
Meatballs

Use pictures and
words to compare
the book and
movie.

Book

Movie



My Teacher Work Sample was implemented during my practicum B placement in a second grade class. It was a three day detailed study on recycling during Earth Day. Throughout the three days the information was explained through books, observations, hands-on activities, writing, and experiments. The different activities were designed to reach every style of learner. Through the TWS the topic of recycling became relevant and turned the material into a meaningful curriculum.

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan
Assignment #1: LEARNING GOALS (Instructions)

DIRECTIONS: IDENTIFY TOPIC, CONCEPT, ESSENTIAL QUESTION, CPI'S, LEARNING GOALS AND RESOURCES FOR A LESSON YOU WILL TEACH FOR 3 DAYS DURING THE LAST TWO WEEKS OF THE SEMESTER.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade: 2nd

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards:

Environmental Issues, Recycling

Social Studies:

6.6.2 E. Environment and Society: 3. Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important

Language Arts:

3.1.2 G. Comprehension Skills and Response to Text: 5. Respond to text by using how, why and what-if questions

3.2.2 D. Writing Forms, Audiences, and Purposes: 2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas

III. Concept(s): Contributions, Conservation

IV. Essential Question: What kind of materials can be recycled? How are objects recycled to make new materials? Why is this so important?

V. Learning Goals / Objectives:

Lower Order Objectives

- Students will be able to recall what it means to recycle an object
- Students will be able to identify different types of recyclables
- Students will be able to describe and explain the process of recycling

Higher Order Objectives

- Students will be able to apply the lesson in The Lorax on conservation to our lives today
- Students will be able to recommend different ways for people to help protect our environment
- Students will be able to judge the impact recycling has on the environment

VI. Resources and Materials:

Michael Recycle by Ellie Bethel

The Lorax by Dr. Seuss

RECYCLE! A Handbook for Kids by Gail Gibbons

Where Does the Garbage Go? By Paul Showers

50 Simple Things Kids can do to save the Earth by The Earthworks Group

http://www.neo.ne.gov/home_const/factsheets/recycled_const_mat.htm

This website has a listing of all the different recycling labels so you know which type of material it should be sorted with for recycling. It also lists what these materials can be recycled into. It explains the difference between the label of 100% recycled paper and if it is less than that.

<http://www.resourcefulschools.org/activities.html>

This website offers information on what different recycled materials can become. It also has a game where students can match pictures of recycled materials such as plastic bottles and aluminum cans to what they can be recycled into.

<http://earth911.com/>

This website contains information on everything about recycling. The directions for how to make recycled paper were taken from this website. I used this website for the encyclopedia which contains a list of all objects that can be recycled. Another article explains materials that cannot be recycled. This website is great it has articles on everything, videos, and even listings of where you can bring your recyclables.

<http://recycleguys.org/recyclingcycle.html>

This is a child friendly website all about recycling. The part of the website that interested me was the tab on the recycling cycle.

<http://www.explorethecycle.com/>

This website contains short video clips on the recycling process of different materials such as paper, plastics, metals, and glass.

I will also need – dry-erase markers, overhead projector, objects made from recycled material (paper towels & books), recyclable objects, 5 cardboard boxes, “Go Green Quiz” handout, newspaper, blender, water, aluminum pie pans, fiberglass screen, sponge, scissors, large aluminum pan, clothespins, and glitter.

WILLIAM PATERSON UNIVERSITY
 Department of Elementary and EC Education
CIEE 322 Multidisciplinary Lesson Plan
Assignment #2: ASSESSMENT PLAN (Instructions)

DIRECTIONS: CREATE AN ASSESSMENT PLAN USING THE TEMPLATE BELOW. ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade 2nd

Lesson Topic: Recycling, Environmental Issues Concept: Conservation

Essential Question: What kind of materials can be recycled? How are objects recycled to make new materials? Why is this so important?

Lesson Assessment Plan

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Modifications Made (List for each assessment)
<p>Learning Goal #1: Lower Order</p> <p>Students will be able to recall what it means to recycle an object</p>	<p>Pre-assessment / Post-assessment:</p> <p>Pre and post-assessment consist of a five question quiz. This learning goal is tested with the first question on the quiz. "Recycling is..."</p> <p>Formative Assessment(s):</p> <p>There will be many times for comprehension checks during discussions. On the third day the students will be able to create recycled paper. Assessment will take place during this through participation and discussion.</p>	<p>Pre-assessment / Post-assessment:</p> <p>Pre and post-assessment consist of a five question quiz. This learning goal is tested with the first question on the quiz. "Recycling is..." More time will be allowed on the quiz for some students. Quiz will be read aloud if needed.</p> <p>Formative Assessment(s):</p> <p>There will be many times for comprehension checks during discussions. On the third day the students will be able to create recycled paper. Assessment will take place during this through participation and discussion.</p>

<p>Learning Goal #2: Higher Order</p> <p>Students will be able to recommend different ways for people to help protect our environment</p>	<p>Pre-assessment / Post-assessment:</p> <p>Pre and post-assessment consist of a five question quiz. This learning goal is assessed through the fifth question on the quiz. "Write another way besides recycling that you can do to help protect our environment."</p> <p>Formative Assessment(s): There will be many times for comprehension checks during discussions. During the second day students will complete a "Go Green" quiz to reinforce the different ways to help protect our environment. They will also complete a writing assignment on this topic. Assessment will take place based off the recommendations in their writing.</p>	<p>Pre-assessment / Post-assessment:</p> <p>Pre and post-assessment consist of a five question quiz. This learning goal is assessed through the fifth question on the quiz. "Write another way besides recycling that you can do to help protect our environment."</p> <p>More time will be allowed for students who need it. The quiz can also be read aloud if needed.</p> <p>Formative Assessment(s): There will be many times for comprehension checks during discussions. During the second day students will complete a "Go Green" quiz to reinforce the different ways to help protect our environment. They will also complete a writing assignment on this topic. Additional time will be allowed to complete the writing assignment. Students may dictate their response to the teacher if needed.</p>
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WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan:
Assignment #3: DESIGN FOR INSTRUCTION
(Instructions)

DIRECTIONS: DESIGN YOUR THREE DAY, EXTENDED LESSON PLAN BY FILLING IN THE CATEGORIES BELOW. USE A VARIETY OF INSTRUCTIONAL STRATEGIES AND TECHNOLOGY. THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade: 2nd

DAY ONE

1. **Pre-Assessment:** Before I begin the instruction focusing on recycling, I will pass out a five question quiz to the class. The quiz consists of questions on what recycling is, materials that can be recycled, and ways in which they can help to protect our environment. (See attached quiz).

2. **Motivate:** A week before this lesson was implemented; a letter went home with each of the students asking family members to save and collect recyclable materials for the students to bring in. The students were asked to bring the materials in on this day. Students were already curious about what activities would be going on for the day with their objects.

- Ask students if anyone has ever taken out the trash for their parents? Has any of it ever been separated? Has anyone noticed the plastic bottles or paper separated from the garbage? Does anyone know why certain objects are separated from others?
- Ask students what they think recycle or recycling means? Break down the word recycle into re and cycle. Ask students what the word cycle means (bicycle, water cycle). Students are familiar with the prefix "re".
- Use the students answers to create the definition of the word recycle. From their responses the definition will be written on the board for everyone to read. "Recycling is the process of remaking a material into the same product or a new product."

3. **Teach:**

- The book Michael Recycle by Ellie Bethel will be read to the students. The book is about a young boy who turns into a super hero and cleans up a town. The book relays the message about recycling in a fun and interesting way for children.
- After reading the book, ask the students what materials Michael advised the town to clean up and recycle. Then, ask students what objects they think can be recycled.
- Use students answers to come up with a list of the main materials that can be recycled (paper, plastic, metal, & glass). Discuss some of the objects that fall under each of those categories. Newspaper, cardboard, and magazines are all paper. There are several different types of plastics. Use soda bottles, water bottles, yellow plastic bag, and

Arizona iced tea plastic bottles to show the students the different types. Each plastic object has the recycling symbol with a number in the center showing which type of plastic it is. Pass around the different plastic objects and have students find and compare the symbols. Ask students about other objects such as a cell phone or television, can these objects be recycled?

- Expand student's vocabulary with terms such as aluminum, plastic, and compost.
- Use student's answers to also bring up which items cannot be recycled. Explain that anything with food products on it must always be thrown in the garbage. Food is one of the worst contaminants in the paper recycling process. Use 50 Simple Things Kids can do to save the Earth by The Earthworks Group to explain to students about the harm of Styrofoam. Styrofoam is permanent garbage.
- Have students bring their collection of recyclable materials to their desks. Students will look at all of their materials, describe them, classify them, and sort them into different categories. There is a hand out for this part of the lesson in which students will illustrate two of their objects and use adjectives to describe them.
- After a discussion about the different adjectives and describing terms used to explain their objects students will "recycle" all of their objects into the different bins in the front of the room. Call students up in groups to have them place their objects according to the labels on the boxes.

4. Image:

- Many different recyclable objects will be available and used during the lesson. Have examples of magazines, cardboard such as a cereal box, newspaper, computer paper, plastic bottles, aluminum cans, soup cans, plastic bag, and aluminum foil available. As you discuss the different materials, have them available for the children to see and feel.
- The board will also be utilized to make a list of the different materials that can be recycled.
- Have the cardboard boxes or bins up in the front of the room with labels made by the children.

5. Ask Low and High Level Questions:

- Have you ever helped your parents out with the chores and taken out the garbage? Have you ever noticed any of it separated?
- What do you think of when you hear the word recycle or recycling?
- What does cycle mean?
- What does the prefix "re" mean when put in front of a word?
- Why do you believe recycling is so important?
- What did Michael Recycle tell the town to recycle?
- What objects do you think can be recycled?
- What different kind of objects are all types of paper?
- Do you think leaves and apple cores can be recycled? Why?
- How are all of these plastic materials the same/different? (Soda bottle, yellow plastic bag, Arizona iced tea bottle- they are all a different number/type of plastic)
- How could you describe your objects? How could you classify and sort them?
- Which of your objects belong in each bin?

6. Accommodations: Two of the students in the class are working below grade level. To assist the students I will allow enough wait time for them to process each question and offer their input as well. During the writing part of this lesson if the students are having difficulties writing descriptive terms, the students may dictate to me or the auxiliary personnel their responses. If students are having difficulties reading the instructions they may be read aloud or described in further detail by me or the auxiliary personnel.

7. Role of Auxiliary Personnel: When the students return to their individual desks to look more closely at their collections of recyclable materials, both the auxiliary personnel and I will be walking around the class offering assistance. Both of us will be observing the students and looking to see who is having difficulties with the assignment and who has understood the beginning of the lesson.

DAY TWO

1. Review:

- Begin the lesson by reading The Lorax by Dr. Seuss. Throughout the book ask questions such as what do you think will happen to the Brown Barbaloos? What is the Once-ler doing to the environment? Before the final page ask students what the Lorax means by the word "unless."
- "Unless someone like you cares a whole awful lot, nothing is going to get better it's not." Once again ask students what they think the Lorax meant by this phrase.
- Ask students what we talked about yesterday that we can do to show we care. Let this turn into a review on recycling. Ask students what it means to recycle an object and what the different kinds of materials are that can be recycled.
- Ask students why they think recycling is so important for our environment. How does recycling affect our environment? Why is that one way of helping?
- Have students each write down other ways that they think we can do to help protect our environment. Have a discussion based on all of the students input.

2. Practice Skills:

- Students will return to their seats and read the Go Green quiz together. I will call on volunteer readers to go over the different ways that we can all help to protect the earth.
- As we go over the reading, I will ask the students why something such as bringing your lunch in a lunchbox everyday rather than a paper bag is helpful or why turning off the sink while brushing your teeth is.
- Individually the students will then complete the quiz to see just how "green" they are.
- Students will then complete a writing assignment describing ways in which they plan to help out our environment.

3. Accommodations: While having the discussion about ways other than recycling that we can do to help the planet, allow enough time for all students to come up with at least one idea. The students will be writing their ideas down, wait until some of the students who are working below grade level have come up with an idea. During the writing part of the lesson allow students more

time if needed. If students are having difficulty putting their thoughts on paper, allow the students to tell you their idea and record what they are saying.

4. Role of Auxiliary Personnel: The auxiliary personnel will offer assistance during the group discussion on ideas that we can do to help protect the planet. The personnel can assist in seeing who is writing down ideas and which students are having difficulties. During the Go Green quiz both the personnel and I will assist in reading the questions to the students or elaborating if some students are confused. For the writing assignment, both the auxiliary personnel and I will be walking around offering assistance. The personnel will also help me proofread the student's paragraphs.

DAY THREE

1. Review:

- Begin the lesson by passing out a piece of paper towel to each student in the class. This piece will be from paper towels that are made of recycled material.
- Ask the students what is it they are touching and feeling. Ask if it feels any different to them. After, pass out a piece of paper towel from a brand that doesn't use recycled materials. Do you notice any differences? Challenge the students to figure out which one is made from the recycled paper.
- Use the two different copies of The Lorax, one is made from recycled paper the other is not, to ask students if they notice any differences between the pages. Explain that although these products are made from recycled materials we can still use them.
- Tell the students which products are the ones made from recycled materials. Ask the students what that means to be made from recycled materials. Review what it means to recycle an object. Use connection of cycle (bicycle, water cycle) if necessary.
- Ask students what they think made the pages of the book and the roll of paper towels. Explain that the piece of paper towel they are holding was once a piece of paper or a paper towel and it has been recycled into a new product, which they are now holding. Ask students what else they think paper products can make? (toilet paper, paper towels, insulation, pens, pencils, notebooks) What can metals become? (aluminum cans, foil, file cabinets, supplies for cars and airplanes) What can plastic material become? (t-shirts, baseball hats, soda bottles, rulers, shoes)
- On the board draw the symbol for recycling (the three arrows) with the words collection, remanufacture, and resale, written between them. What do you think remanufacture, resale mean?
- Ask students how they think this paper towel or the pages in this book were made. What do they think happens?
- On the computer show the students the video of how paper is recycled. After the video talk about the different stages – de-inker, pulper, washer, and presser. The de-inker lifts the writing right off of the page. The pulper is a giant blender that makes the pulp slurry. The washer is like a washing machine that dilutes the pulp slurry with water. The presser presses down on the paper and eliminates all of the excess water.

2. Create (Performance Task): Students will be creating their own recycled paper. The students will be working in groups of three or four. Before the students are split into their groups I will

show them the process and relate it to the video (de-inker, pulper, washer, and presser). While I am placing the paper and water in the blender I will ask students what they think is going to happen. What part of the paper making process is this? When the pulp slurry is created they will all get a chance to feel it. As I place the pulp slurry into the large container of water, ask what part of the process this is. When the demonstration is complete, the students are split into groups of four. While I am working with two groups making their recycled paper, the other groups will be using the computer to play a matching game based on what materials can be recycled and made into. After all groups have completed the process of making their recycled paper we will gather as a group to review the process of how we made our paper.

3. Post-assessment: When the final discussion on the process of recycling paper is over, the same quiz will be passed out again to the entire class. The quiz consists of five questions altogether.

4. Accommodations: For the students who are working below grade level, I will play the video an additional time. Before their groups come up to make their paper, they can watch it again. During the process of making the paper I will work with the students in having them describe the process. If they need help with some of the words such as pulp slurry (the mixture the paper and water becomes) I will assist them with it.

5. Role of Auxiliary Personnel: The auxiliary personnel will assist with the paper making process. As the students are making the paper the auxiliary personnel and I will be observing and asking the students questions throughout to assess their learning.

Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan:

Assignment #4: INSTRUCTIONAL DECISION-MAKING (Instructions)

DIRECTIONS: WRITE AN ANALYSIS OF HOW YOUR OBSERVATIONS OF STUDENT LEARNING HELPED YOU TO MAKE INSTRUCTIONAL DECISIONS THROUGHOUT YOUR LESSON, FOLLOWING THE INSTRUCTIONS BELOW.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade: 2nd

Prompt: Provide two examples of instructional decision-making based on students' learning or responses.

1. Think of a time during your lesson when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

On the first day we read Michael Recycle by Ellie Bethel and then had a discussion about the different materials and objects Michael told the town to recycle. I asked the students what ether materials they thought could be recycled. During this discussion, Noah, raised his hand and asked me what happens if we don't recycle?

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

I used Noah's question to start another topic of discussion with the class. I restated Noah's question and then asked the whole entire class what they thought happened if we didn't recycle. Many of the students had responses such as; "it goes into a big area where they keep all of the trash" one child responded "they burn all of it." I had RECYCLE! A Handbook for Kids by Gail Gibbons and Where Does all the Garbage go? By Paul Showers sitting next to me as the discussion was happening. When all of the students had a chance to respond and add in their input, I opened to the pages about where garbage gets taken to, and read it to the students.

I think that this discussion helped with the learning goal about the process of recycling

because it showed how important recycling was. I feel as though this topic of discussion showed the students exactly how they can help. It was also a way to explain to students that when the recycling gets collected it doesn't just sit in a landfill like garbage, but gets remade into something else.

2. Now, think of one more time during your lesson when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

On the second day I read the students The Lorax and by using the quote from the end of the story we had another discussion about different ways they can help to save the planet. Each student filled out a go green quiz and as we were going through the quiz to see how "green" they were, I explained why each of those suggestions is important. The students then completed a writing assignment about different ways they can help to protect the planet. Joey M. came up to me to check over his sloppy copy before he put it on final paper. In his writing Joey explained that he would feed the fish to help save the planet.

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

I asked Joey about his suggestion and advice to people. I was curious to see where he came up with this idea because I didn't remember ever talking about it. Joey said that in the book the Humming fish had to leave so he would help them out and feed them. I saw where Joey was making the connection so I went and got the copy of The Lorax to look over. In the story the Humming fish had to leave because the water was so polluted from the factory. I asked Joey if he saw anything different about the water they were swimming in. Joey replied that it looked really dirty. We talked about how the Once-ler was creating so much pollution from his factory and I showed him the illustrations as we discussed this. I explained to Joey that in order to help the fish we need to clean up the waters. Joey replied back that we should stop littering then.

I think that by really going over the book with Joey and using The Lorax as a reference it helped him to understand what "going green" meant. From the discussion Joey was able to pick out a way that he can help contribute to saving our planet. By the end of the discussion Joey had thought of something he could do, he just needed to put it on paper. Through this discussion Joey was able to answer learning goal #2 on his own, he just needed some probing questions and help.

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CIEE 322 Multidisciplinary Lesson Plan:
Assignment #5: ANALYSIS OF STUDENT LEARNING (Instructions)

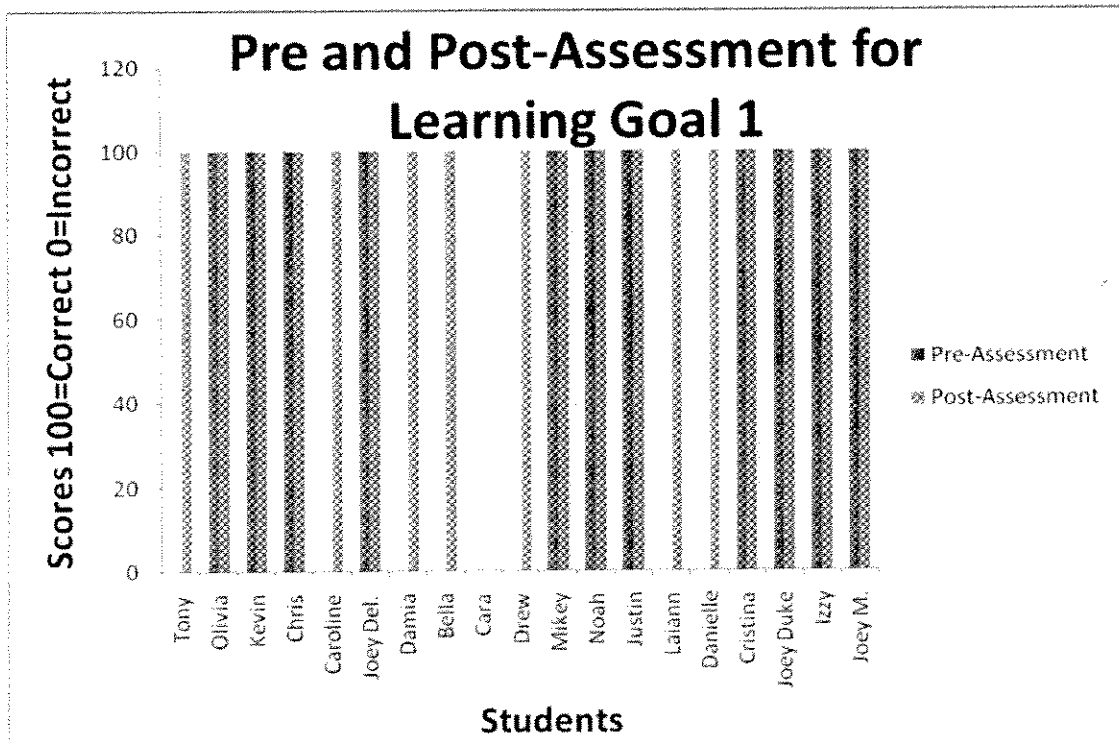
DIRECTIONS: Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the lesson's learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade: 2nd

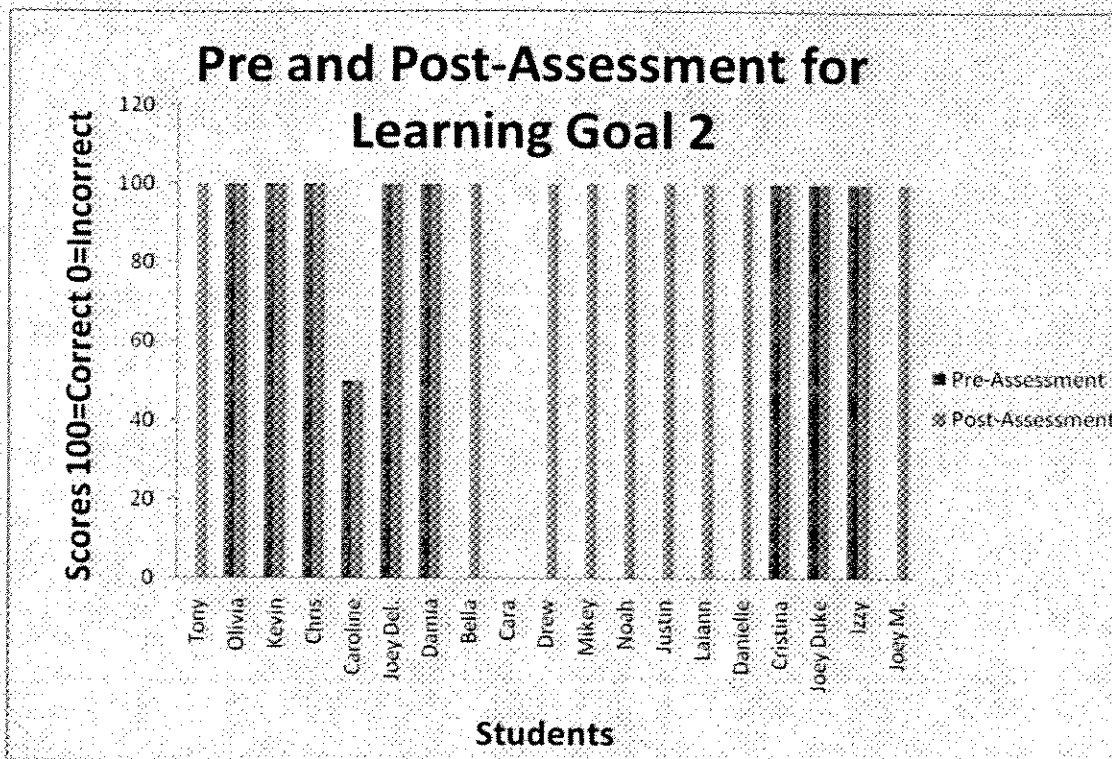
This section should be organized as follows, following the directions below:

A. Table 1: Entire class



A score of 100 means the student circled the correct answer. A score of zero shows the student failed to circle the correct answer.

B. Table 2: Entire class



A score of 100 means the student successfully offered advice for another way besides recycling to help save the environment. A score of zero shows an incorrect response or none at all. The student who received a 50 for her score means she was close in her response. She was on the way to offering correct advice.

C. Questions about performance of entire class

Refer to data from Tables 1 and 2. Consider your goals, instruction, and assessment, along with student characteristics. Find the percentage change of each set of scores to determine relative success of the class on each learning goal.

1. Select the learning goal where your students were **most** successful. Provide 2 or more reasons for their success.

The learning goal in which the students were most successful was learning goal #2. Only one student was unable to answer the question during the post-assessment, whereas during the pre-assessment, ten students were unable to respond correctly. I think the main reason for this was because of the type of question it was on the test. The quiz was only 5 questions, but this was the question where the students had to write in a response. I think in the pre-assessment the students were unsure of what to write or could not think of anything. After giving the quiz, if I were to implement this teach work sample again, I would alter the question on the quiz. I would ask the same question but added the word why in at the end. I noticed that many of the students just wrote that they would throw their garbage away or pick up their garbage. I should

have asked the students why that was so important. This would have added for a better assessment of the students' learning.

I think another reason why the students were so successful in answering this question was because we had many different ways of going over the information. As a class we had a discussion, took a small survey/quiz, and also did a small writing assignment about it. I think the students may have not realized that some of the things they are doing every day, like carpooling with a friend, is helping to save our environment. When we went over some of the many ways to contribute, some of them stuck with the students because they could easily make connections.

- 2. Select the learning goal where your students were **least** successful. Provide 2 or more reasons for their lack of success. What can you do or learn about to improve their performance?

I chose learning goal #1 for this because the change was less drastic; so many students originally got this problem correct. Just as with learning goal #2, only one student failed to give a correct answer to the problem. After giving this pre-assessment, I realized that my students were a lot more familiar with the topic of recycling than I had originally thought. Because of this, it allowed me to dig deeper into the topic. I wouldn't say that the students were less successful in answering this question; there was just less of a change in numbers.

This question was a multiple choice problem, but the answers were a little bit tricky. One of the responses "Throwing away your trash after lunch" is something that the students are doing each day to help, but it is not the definition for recycling. The second choice gave the definition for the word reduce. I could see why the student, who answered incorrectly, may have gotten the problem wrong.

Another reason I can think of is that my TWS did not happen three days in a row. I did it for Earth Day which was on a Thursday, but I was only in the field on Tuesdays and Wednesdays. The final day of the teacher work sample and the post-assessment did not happen until the following week. Although on the third day we did review again, I could again see why a student would have difficulty with that.

D. Questions about performance of two selected subgroups in the class

Now, answer the following questions in terms of the two subgroups. Refer to data from Tables 1 and 2. Consider your goals, instruction, assessment, and students' characteristics.

1. Why did you choose these groups? Refer to concerns about performance of this group vs. another group (for example, concerns about girls' performance vs. boys' performance)

The two groups I chose to focus on were the boys in the class and the girls in the class. With learning goal #1 the pre-assessment shows that two of the boys answered the first question incorrectly and six of the girls did. The post-assessment shows that all of the boys answered the question correctly after being taught the content. One of the girls still failed to answer the question correctly after the three days of the lesson. Dealing with learning goal #2, six of the boys struggled with this question and four of the girls did during the pre-assessment. The post assessment shows learning throughout both genders. One of the girls failed to answer the question correctly and another struggled with it.

Both of the subgroups demonstrate learning dealing with the two goals. Although some of the students were not familiar with the content of the lesson before being taught it, they show growth from the three days. It appears from the data in the graphs that the boys seemed to be more familiar and aware of the topic of recycling. Many more of the boys answered correctly during the pre-assessment than the girls.

During the discussions the boys were more willing to talk as well. I think that sometimes in this class the boys are so anxious and excited to share their input that they overshadow the girls a lot. I've noticed throughout my experience in the class as well that two of the boys especially, call out their answers before the rest of the class even has time to process the question. One of the boys is on a behavior plan to try to decrease the problem, but during the discussions he sometimes did this. When I was observed on my final day of the TWS, my supervisor pointed something out to me that I didn't even realize I was doing. She noticed that I tended to call on the boys more than the girls. She made me very aware of it and that is something I will try to change. The boys were always willing to share their input.

2. Refer to the modifications you made and whether or not they were successful in improving students' performance. What can you do or learn about to improve their performance?

I think that allowing the students who needed more time on the writing assignment had a big effect on the students work. Certain students needed the extra time and by having it they were able to finish the writing assignment just as every other student did. During the discussions I also allowed wait time so that every student could process the question and think for themselves before they heard another student's answer. By allowing the wait time, I had students participating who normally do not.

E. Questions on Individual Students:

Finally, consider the achievement of **two individuals** in the class, one who met the learning goals, and one who did not. Refer to Tables 1 and 2 for each student's data.

1. Describe each student's relevant characteristics. Connect their learning outcomes to your own goals, instruction, and assessment, including any modifications you made.

The first student I chose is Mikey. For the learning goal #2, he struggled with it during the pre-assessment, but met the goal during the post-assessment. He is a very talkative boy in the class and always willing to share his opinion or demonstrate solving problems up on the board. Mikey is always trying very hard on all assignments in school. He is meeting standards across the content areas.

For the pre-assessment Mikey wrote that one way he would help protect the environment would be to get exercise. Although I can see what Mikey was trying to convey with this answer, exercise could be many different things. He also failed to mention what exercising would eliminate doing. I couldn't just assume from his response that he meant walking or riding a bike instead of driving. When the students were working on their writing assignments, Mikey came to me to check his sloppy copy in his writing journal. He had something very similar written as on his pre-assessment. I asked Mikey if I exercised in my house, would that be helping to save the environment. It was almost like I saw the light bulb click. He realized what I meant and replied back that he wanted to say to walk or ride a bike instead of driving in your car. I told him to put that down in words and come back to me. I think from just that small one on one talk he understood what his response was lacking. On the post-assessment he wrote "We can also protect our earth is to ride your bike and not to go in your car."

The second student I chose was Cara. Cara is always willing to volunteer in class when it involves answering a question that she has in front of her. During the morning warm-up, Cara always raises her hand to say the answer because she had the paper in front of her and is pretty confident with her answer. On both the pre and post-assessment she failed to meet both learning goals. Her response to the fifth question on the quiz dealing with learning goal #2 was the same exact thing for the pre and post-assessment. She wrote "Go outside and play." The answer was just lacking detail and didn't really explain how going outside to play would be beneficial to the environment.

2. What can you do or learn about to improve their performance?

While the student's were completing their writing assignments, they were getting them checked over by Mrs. Betron and myself. Cara was not one of the students who came over to me to get the writing looked at. As an educator I should have been more observant on who was struggling with the topic. I should have been more aware of all the students that didn't come over to me. Cara completed the writing assignment with ways that we can help save our environment every day, but clearly it didn't help. Cara

and many of the other students enjoy the songs that Mrs. Betron teaches them about the different topics. I think that if I found a song or introduced recycling with a song as well, some of the students would have remembered it better. I need to find out Cara's learning style and adjust the lesson better to reach it. My mistake was that I thought through all the different lessons, I was incorporating the multiple intelligences and different learning styles, but it appears that some students did not grasp the information.

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan:

Assignment #6: REFLECTION AND SELF-EVALUATION (Instructions)

DIRECTIONS: Reflect upon three professional learning goals that emerged after teaching this lesson. These goals should reflect the areas students had difficulty with as documented in the Summary of Assessment Data. Provide specific details regarding exactly what you will do to meet your stated goals.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: Joanna Allen School: Packanack Elementary School Grade: 2nd

Prompt: Write about three professional learning goals, along with two specific steps each that you will take to meet these professional learning goals.

This section should be organized as follows:

The first professional goal I would like to work on is meeting the needs of diverse learners. I tried to incorporate many different methods of teaching into this three day lesson, but I still failed to reach every student. In order to fulfill this goal, I need to learn more about every single one of my students. I thought I understood the children in my class, but when it came down to it I didn't know every single one of their strengths and learning styles. When reviewing the lesson I realized that I didn't incorporate all of the multiple intelligences into my lesson. For the students who are high in musical and bodily-kinesthetic intelligences, I didn't reach out to them as much. I could have incorporated a song or motions to represent recycling. For the students high in bodily-kinesthetic intelligence we could have taken a mini field trip around the school. We all could have been Michael Recycle for the day and helped to clean up. After the advice my supervisor gave me, I will also be more aware of calling on the girls more during the science and math lessons. As she had mentioned, boys still tend to show more strength in math and science and that happened to be who I called on more during the paper making project.

The second professional goal I would like to work on is the overall planning of the lesson. Initially, I had so many ideas that my lesson was trying to incorporate too many content strands and the topic was too large. The part of planning that failed during this lesson, was not having everything thought out smoothly. I sent home a letter to the families a week before I needed the recycled materials in the class, but I never had a follow up reminder. I should have also had the students bring in the materials the day before we actually needed them for the students who forgot them. This would have allowed for an extra day to remind the students to bring some materials in. I think the first step for planning a lesson is to figure out specifically what you want your students to learn. When I actually sat down and did this, I narrowed in my lesson. I think another way I could have alleviated the fact that some of my students didn't bring in their collection, would have been to look at the lesson and make sure it was completely sound. By having the students bring in their materials that day, there was a hole in my lesson.

My final professional goal I would like to work on is with monitoring students' learning through formative assessment. It is much simpler to construct a quiz and have the student's complete it and hand it in. You physically have that paper in your hand with the results. If you do a formative assessment through discussion, you need to be observing constantly and having a way to remember or to record what it going on. I could have focused more on this. I think this is where I lacked with the fact that Cara left without meeting either of the learning goals. If I did a better job assessing the students throughout the discussions, I could have altered the lesson to make sure each student was participating. In order to monitor students learning better, I think the first step would be to possibly practice with smaller groups at first. While working with students find ways to teach and observe at the same time. I should have also taken advantage when my cooperating teacher was doing lessons to practice a formative assessment then.



This is a lesson on adjectives and poetry that was implemented into my first grade class during my student teaching placement. The students were introduced to poetry by accessing their prior knowledge on adjectives and verbs. The topic of the poetry was animals. By choosing a topic such as animals that the students find interesting and motivating, I created a meaningful and memorable lesson on poetry.

WILLIAM PATERSON UNIVERSITY
Lesson Plan Format for Grades Pre-K to 3

Name: Joanna Allen School: Jefferson Elementary School Grade: 1st Grade

- I. Theme/Focus Area – Poetry
- II. Subject Area – Language Arts
- III. Topic & Core Standard or ECE Expectation – Writing 3.2.1 A1- Begin to generate ideas for writing through talking, sharing, and drawing 3.2.1 A7- Revisit pictures and writings to add detail 3.3.1 C2- Use descriptive words to clarify and extend ideas
- IV. The Concept(s) – Writing to Describe
- V. Essential Question: What is a cinquain poem? What makes great poems that describe?
- VI. Objectives –

- A. Low Level-
 - Students will be able to recall what the main idea is of their poem
 - Students will be able to describe their chosen animal using words or phrases
- B. High Level-
 - Students will be able to select adjectives and verbs that apply to their animal to make their writing more interesting
 - Students will be able to compare why some students' poems are similar (cheetah and leopard) and why some are different (dolphin and bee)
 - Students will be able to plan, organize, and create their own cinquain poem

VII. Planning-

- A. Questions to ponder: *The students have learned what an adjective is and have used adjectives to describe themselves as well as story characters. Animals are a very familiar, interesting, and motivating subject for the class. The students will incorporate their knowledge of what an adjective is into their writing on a specific animal of their choice.*
- B. Materials/Resources: chalkboard, planning web, pencils, pictures of animals, children's books, markers, crayons, colored pencils, construction paper, scissors, glue
- C. Children's Literature: *My School's a Zoo!* By Stu Smith
- D. Teacher references/books/internet resources- Houghton Mifflin Reading series: Journeys
<http://www.gjalepoetry.com/index.aspx>
http://hrsbstaff.ednet.ns.ca/davidc/6c_files/Poem%20pics/cinquaindescrip.htm

VIII. Procedure – Steps for the lesson

- A. Beginning –
 - 1. Motivate Interest: The students have already been introduced to verbs, adjectives, and the topic of animals. To motivate and get the students engaged the story, *My School's a Zoo* will be read to the class.
- B. Middle –
 - 1. Factual Knowledge (Information) – After reading the story the class will be asked questions related to the story. As a class we will also compile a list of animals. The students will then have the opportunity to choose an animal. It was explained that we will be writing a poem so the students were advised to choose an animal they are very familiar with. The students will use a planning web to help them focus. The main idea, which is what animal they choose, goes in the middle. Supporting details that they may use in their poem are filled in the surrounding bubbles. The students will complete their planning web by using adjectives to describe how their animal looks, feels, smells, and sounds.
 - 2. Lower/Higher Order Questions:
 - Knowledge: Who is the main idea of your poem? What are some supporting details about the topic you choose?*
 - Comprehension: How would you describe your animal?*
 - Application: What adjective can you use to describe how the animal looks, smells, sounds, and feels? What would happen to our school if one of the students had the same dream as the child in the book? How would our day be different?*

Analysis: *Why would two students who selected the animals cheetah and leopard, have similar adjectives? Would a student who selected a cow and a student who selected a dolphin have any similarities with their poems?*

Evaluation: *How does planning help to write your poem? What do the adjectives and verbs do for the poem?*

3. Visualization: In order to assist the students with visualization, each will have their own planning web to help with organization. The planning web consists of their main idea in the center, which will be their animal. It also has four extending circles to add in adjectives to describe how the animal looks, sounds, smells, and feels. During our discussion of animals I will also put all of the names on the board to help the students select their animal. Before the students begin to write their cinquain poems, a sample will be written on the board. The students will receive a piece of paper with guidelines and lines for writing already set up for their poem.

Example:

Animal
Furry, black
Walking, spraying, smelling
Beware of their stinky defense weapon
Skunk

- C. End – Finally, the students will receive a sloppy copy for their cinquain poem. The sloppy copy, final copy, and example from the board are all color coded. The students will be guided through each line of the poem. When they are completed with their sloppy copy and it is checked over the students will move on to their final copy. When the students have completed their cinquain poem, they will create their own picture of their animal to go along with the details from their poem.

D.]

Assessment –

Performance Task	Needs Time – 1pt.	Emerging – 2pts.	Proficient – 3pts.
Focus/Ideas	Does not adhere to the topic, has no sense of completeness, ideas are vague	Mostly adheres to the topic, is somewhat interesting, ideas are adequately developed	Adheres to the topic, is interesting, ideas are well developed
Organization	Ideas and details are not organized. Does not follow the format presented	Ideas and details are mostly clear and generally organized.	Ideas and details are clearly presented and well organized. Uses the format presented
Word Choice	Writing is not descriptive. Words chosen do not relate to the animal chosen	Includes some vivid verbs, strong adjectives, and specific nouns	Includes vivid verbs, strong adjectives, and specific nouns. Words used relate to the animal chosen

Totals:

Proficient = 8-9 points

Emerging = 5-7 points

Needs Time = 3-4 point

IX. **Summary of Assessment Data-**

Proficient	Emerging	Needs Time
Yumee	Chris	Louis
Zak	Zoe	Emily
Sophia	Olivia	
Griffin	Kaylin	
Brandon	Colby	
Alexis	Gianna	
Jordan		
Luke		
Yaseen		
Ava		
Isabella		

X. **Attach artifacts or evidence of student learning-**

XI. **Accommodations** – For students having difficulties coming up with their poem they may refer to any of the children’s books provided. They may also go back to the “workstation” which is the computer in the back. They may research their animal with the assistance of one of the teachers. The students may use the adjective wall if they are having trouble remembering what an adjective is or if they cannot come up with any. They students may also use a “turn and talk partner” to share ideas with.

XII. **Role of Auxiliary Personnel-** The teachers and paraprofessionals will be there to assist students if they are having difficulties. While the students are working on their planning web, both the teacher and auxiliary personnel can be walking around providing help for those who need it. Once the students have completed their webs, one of the teachers or paraprofessionals will correct their spelling so students may move on to their cinquain poem. If students are having outbursts or need to be taken out, one of the auxiliary personnel is there to intervene so the lesson can continue.

XIII. **Integration & Follow-up in learning centers** – Students have been learning all about animals in the past week. In the library there are several books out about animals. In our math lessons we are currently on a chapter dealing with addition up to 10. When we use math stories we incorporate some of the animals we have been discussing.

Library-

A Crazy Day at the Critter Café by Barbara Odanaka
Arctic Animals by Kellie Conforth
Sheep Out to Eat by Nancy Shaw
Penguins to the Rescue by Tony Mitton
Elephant by Sarah Blakeman
Little Polar Bear by Hans de Beer
Penguins and Polar Bears by National Geographic Society
The Snake by Mike Linley
The Frog and The Toad by Mike Linley

XIV. **Family/Community Collaboration-** Parents/guardians are informed of the students work through their homework notepad that is sent home every night. The students copy down their assignments and the parent initials it every night. This offers a way for parents to know exactly what is happening in the classroom. Parents are encouraged to assist their child with the homework, if they need help. The notepad also allows for parents to leave comments and concerns each night, if needed. The parents are encouraged to reinforce the skills learned at school each day. The parents are aware of the new concept being taught in the classroom. They are encouraged to use and point out as many adjectives that they can, throughout conversations or other books they may be reading at home.

A classroom poem book is going to also be sent home with all of the students’ poems and artwork inside of it. It will be “First Grade is Wild About Poetry.” This gives the parents an opportunity to see what each and every student is doing in the classroom and know that their child is a part of it.

XV. **Reflection/Self Evaluation-**

I think that overall this lesson went really well. The students seemed very involved from the moment I read *My School's a Zoo!* To the moment they created their artwork. I think the main reason for that is because the lesson was meaningful to them. I choose a topic that the students were very interested in and had a lot of prior knowledge with. By doing that it created the interest and motivation in the students. This also allowed me to introduce something new to them, poetry, in a fun and meaningful manner.

I broke this lesson up into three different days. I think that was extremely beneficial. The first day we read the story and also created a list of animals that we were familiar with on the board. Each student chose what animal they were going to create their poem about. The second day we filled in our webs, the sloppy copy, and the final copy of the cinquain poem. The third day the class created their artwork and we also presented our poems to the class.

The one problem I ran into during the lesson was explaining the line in the cinquain poem with the verbs. The students are familiar with what a verb is, but were having a difficult time with the ending -ing. I tried to break it down as simple as I could and many of them did understand it, however I had some students who needed some assistance rewriting their verbs.

Both Louis and Emily had a difficult time with the organization of the poem. They were just writing facts about each of their animal and not placing it exactly where it was supposed to go. Both of them were also having difficulties with coming up with adjectives. Rather than giving a describing word on their animals they would give a descriptive phrase such as "It flies around to flowers." With both of the students we had to focus on their adjective web and also send them to the adjective wall in the back. I think that having so many teachers in the classroom was beneficial in this lesson because one of the teachers was able to work with both Louis and Emily and reinforce what exactly an adjective is.

The part of this lesson I loved the most is how some students came alive while doing their work. Two students in particular generally are below level, but with this assignment they were both in the proficient column. They followed instructions exceptionally well and came up with their adjectives and verbs right away. I think that the two students really enjoyed writing about the animal they choose and this particular writing came natural to them.

Name: _____

Date: _____

1. _____

(One word title)

2. _____

(Two adjectives that describe your animal)

3. _____

(Three verbs + -ing ending to describe your animal ex. running)

4. _____

(A sentence that tells more about your animal)

5. _____

(The name of your animal)

By:

Animal

furry, soft

climbing, scratching, sleeping

Chasing a mouse

cat

By: Sophia

Animal

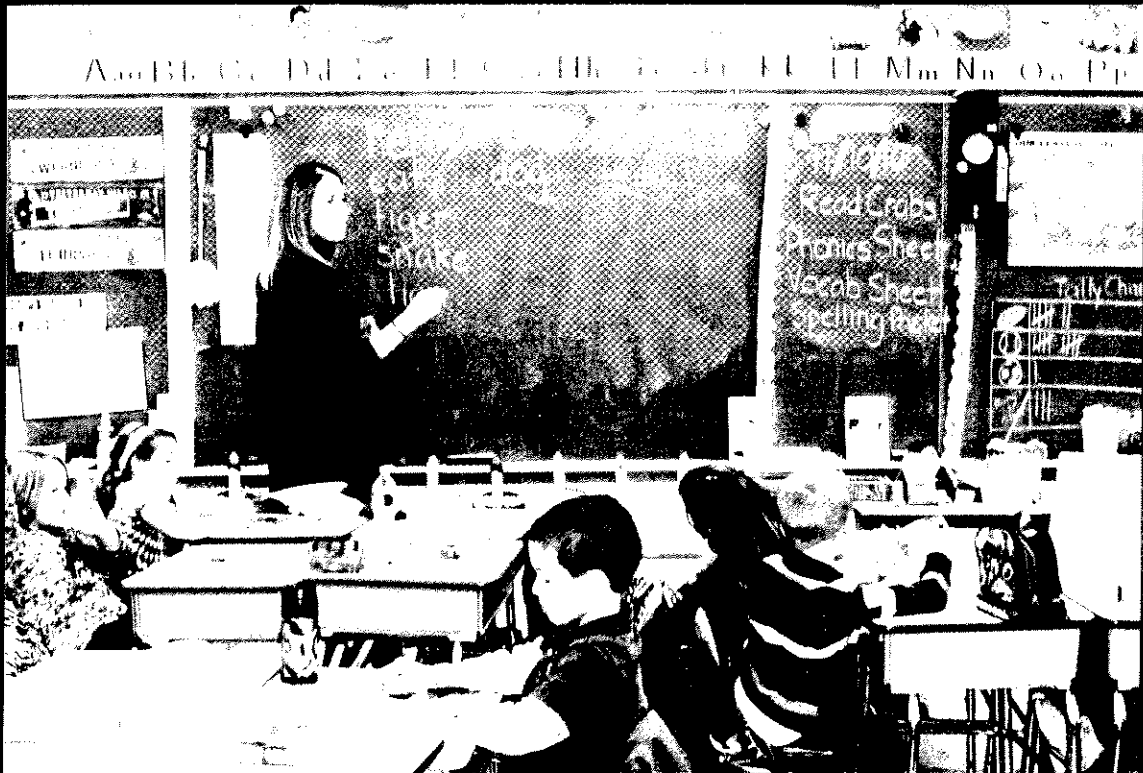
Black - gray

POunding - climbing / Swinging

It eats bananas all day long.

Gorilla

By: ZAT Maali



Standard 5 Becoming a Professional

Becoming a professional in the early childhood field requires identifying and involving yourself with all that this profession is. Involvement extends past just what goes on in the classroom. Being a professional entails continuous and lifelong learning through a reflective approach. I plan to attend conferences, workshops, and meetings to constantly evaluate and improve upon my practice. This field is always changing with new research affecting content standards, curriculum, and approaches to teaching. I will use this new knowledge and experience to implement elements into the classroom that further promote students' development and learning.

As an educator I will always be demonstrating developmentally appropriate practice in the classroom. The rights and needs of my students come first. By being knowledgeable and aware of the guidelines and standards I will be able to uphold such ethical guidelines and be an advocate for the students. It is my responsibility as an educator to abide by the ideals and principles set forth in the NAEYC Code of Ethical Conduct. I plan to create relationships with not only my students each year, but families and colleagues based on trust and respect. If a problem or situation should arise within one of these relationships, I will conduct myself in a professional manner. All decisions will be based on multiple knowledge sources, guidelines, policy, and multiple perspectives.

Being in the early childhood field allows the opportunity to work with other professionals through interdisciplinary collaboration. As an educator I plan to demonstrate core skills in team building by working with other professionals such as special educators and school psychologists. I hope to become involved and understand the roles of others so that we may all benefit from one another. As a team, through open lines of communication and an exchange of ideas, we will

create positive outcomes to promote development and learning.

This is a copy of my membership into the
National Association for the Education of
Young Children. Being apart of a membership
such as this, will provide me with several
opportunities to improve in my chosen career.



Discover the benefits of your membership with NAEYC
We value your membership!

Joanna Grunde-Allen
Member # 1076609
50 N Quail Hill Blvd
Galloway, NJ 08205-3011

Dear Colleague,

Welcome to NAEYC! Your NAEYC membership means a commitment to your professional development, your community, and the early childhood profession. You continue to be an essential part largest early childhood organization with opportunities for leadership and volunteering at the local, state, and national levels.

Enclosed you will find your NAEYC Membership Benefit Guide, NAEYC Membership Card, and Certificate. Please keep your Benefit Guide and Membership ID Number handy as you will need them to take full advantage of the value of your NAEYC membership. As a reminder, an NAEYC Comprehensive Member receives five to six new NAEYC-selected publications throughout the membership year for FREE. Consider upgrading to a Comprehensive Membership today!

We look forward to serving you throughout the year. If you have any questions about your NAEYC membership, please don't hesitate to contact the NAEYC Customer Service center at 800-424-2460 or via e-mail at membership@naeyc.org.

Sincerely,

Mark R. Ginsberg, Ph.D.
NAEYC Executive Director

000002384



MEMBERSHIP CERTIFICATE

Joanna Grunde-Allen

is an Affiliate member in good standing of the
National Association for the Education of Young Children (NAEYC)
and its affiliates:

Bergen-Passaic AEYC, New Jersey AEYC

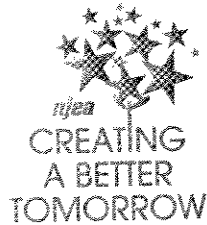
A handwritten signature in black ink, appearing to read "Mark R. Ginsberg", written over a horizontal line.

Mark R. Ginsberg, Ph.D.
NAEYC Executive Director

Member ID: 1076609

Membership Expiration Date: 03/18/2011

Being apart of such an organization as the New Jersey Education Association, I am given several opportunities to enhance my educational development. One such example is being able to attend workshops which further provide me with the skills needed to become a professional educator.



New Jersey Education Association Annual Convention

CERTIFICATE of ATTENDANCE

Thursday, November 4 Friday, November 5

Name Joanna Grunde-Allen

School _____

Barbara A. Keshishian

President
New Jersey Education Association

Vincent E. Kestner

Executive Director
New Jersey Education Association

New Jersey Education Association

PROFESSIONAL DEVELOPMENT CERTIFICATE

This certifies that

Joanna Grunde-Allen

attended the following program



Creating Active Learning in the Classroom

Description as it Appeared in the Convention Program:

Join us for an interactive, practical session to improve your ability to ask stimulating questions and facilitate an engaging and effective discussion that promotes higher-order and critical-thinking skills.

Program Date: 11/4/10
Program Time: 9:30 am - 11:00 am
Length of Program: 1 Hour 30 Minutes
Registry No.: 382
Certificate Id.: 011607-F275

Facilitator(s):
TRACEY GARRETT

NJEA is registered as a professional development provider with the New Jersey Department of Education. The professional development experience named above is eligible for credit toward your required continuing education hours. It will count if it is clearly outlined in your Professional Improvement Plan (PIP), or if it pertains to the goals listed in your PIP.

New Jersey Education Association
PROFESSIONAL DEVELOPMENT CERTIFICATE



This certifies that

Joanna Grunde-Allen

attended the following program

The Kinesthetic Classroom - Part 2: A Framework for Classroom Application

Description as it Appeared in the Convention Program:

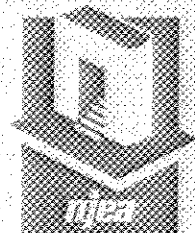
Participants will discover a six-level framework for using movement including preparing the brain, brain breaks, supporting fitness, class cohesion, reviewing content, and teaching content. Many examples will be demonstrated.

Program Date: 11/4/10
Program Time: 1:00 pm - 2:30 pm
Length of Program: 1 Hour 30 Minutes
Registry No.: 382
Certificate Id.: 011537-8WKV

Facilitator(s):
MICHAEL KUCZALA

NJEA is registered as a professional development provider with the New Jersey Department of Education. The professional development experience named above is eligible for credit toward your required continuing education hours. It will count if it is clearly outlined in your Professional Improvement Plan (PIP), or if it pertains to the goals listed in your PIP.

New Jersey Education Association
PROFESSIONAL DEVELOPMENT CERTIFICATE



This certifies that

Joanna Grunde-Allen

attended the following program

Inventing: A Hands-on Approach to Developing Creativity and Critical Thinking.

Description as it Appeared in the Convention Program:

Participants will learn strategies to stimulate students to invent, the invention process, resources and competitions available to New Jersey students.

Program Date: 11/4/10
Program Time: 3:00 pm - 4:30 pm
Length of Program: 1 Hour 30 Minutes
Registry No.: 382
Certificate Id.: 011506-G6KI

Facilitator(s):
ELAINE MENDELOW-PINC, CINNAMINSON EA

NJEA is registered as a professional development provider with the New Jersey Department of Education. The professional development experience named above is eligible for credit toward your required continuing education hours. It will count if it is clearly outlined in your Professional Improvement Plan (PIP), or if it pertains to the goals listed in your PIP.

Semester Undergrad Post-Bac Art 1 K-5/SPED PE - 1

College of Education/Office of Field Experiences Art 2 English PE - 2

1600 Valley Rd, Rm. 3108, Wayne, NJ 07470 P-3 Foreign Language Science

Summer I Visiting P-3/K-5 Math School Nurse

Summer II In-Service K-5 Music Social Studies

Telephone (973) 720-2108/2109 - Fax (973) 720-3503 K-5/5-8

Student's Name TORANA ALLEN School System/Agency PASSAIC Grade Pre-K

University Supervisor ROBERT STEWARD Cooperating Teacher CHARLETTA SHAW

Prof. Dev. School = Yes No

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as: 4. Target 3. Acceptable 2. Insufficient Progress 1. Not acceptable

Directions: Darken the ovals completely - Do not X or check ✓

Knowledge Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences Consistently demonstrates mastery of content knowledge Translates NJCCCS into developmentally appropriate content Incorporates appropriate pedagogical knowledge in planning lessons Utilizes a variety of traditional and authentic assessments to evaluate student progress Writes comprehensive and developmentally appropriate lesson/unit plans.

Understanding (Dispositions) Communicates high expectations for all students. Demonstrates respect for diversity and cultural differences. Demonstrates an openness to learning new ideas and becoming a lifelong learner. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"

Application (Skills) Demonstrates effective communication skills. Creates a physically and psychologically safe environment. Manages the learning environment. Develops a sense of community in the learning environment. Poses questions related to problems and issues which require inquiry and critical thinking. Teaches for understanding. Works collaboratively with colleagues and families. Demonstrates an interest in applying new technologies to teaching and learning.

Competency Level 4 3 2 1

Comments

OK & AWIRED ON STUDENTS STRENGTHS

THIS WAS EVIDENT

VERY PROFESSIONAL

Final Score: 80

- Target (72-80)

- Acceptable (60-71)

- Not acceptable (59 or below) *

(Practicum Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.

TORANA ALLEN Date 12-1-09

(Cooperating Teacher or University Supervisor's Signature) Robert Steward Date 12-1-09

Pilot Version II 7/15/2008 page 1 of 2

Return Original Blue Form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor and Student.

Form #PFE-001-01-01

Descriptors of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated. Student JUANNA ALLEN

KNOWLEDGE (Planning, Pedagogy and Content)

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
 - A. Differentiates instruction based on student needs
 - B. Organizes instruction to focus on student strengths.
2. Consistently demonstrates mastery of content knowledge
 - A. Plans instruction focused on major concepts.
3. Translates New Jersey Core Curriculum Standards into developmentally appropriate content
 - A. Plans for mastery of NJCC standards and indicators.
 - B. Sequences content to facilitate learning
4. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. Plans for appropriate motivation techniques to initiate lesson.
 - B. Includes the full range of critical and creative thinking strategies (e.g., Bloom's Taxonomy).
5. Incorporates cooperative groups and/or other active learning strategies.
 - A. Plans for guided and independent skills practice to reinforce learning.
6. Utilizes a variety of traditional and authentic assessment procedures to evaluate student progress.
 - A. Aligns assessment tasks to lesson objectives.
 - B. Maintains accurate records of student progress and communicates results.
 - C. Designs rubric to evaluate student performance task.
 - D. Plans for students' self-assessments.
7. Writes clear objectives, linked to NJ Core Curriculum Standards
 - A. Plans logical, sequenced instruction.
 - B. Selects appropriate teaching materials, including technologies.
 - C. Links major concepts to students' prior knowledge.
 - D. Plans integrated learning experiences across disciplines.

UNDERSTANDING - (Dispositions)

8. Communicates high expectations for all students.
 - A. Nurtures students' desire to learn and achieve
 - B. Sets appropriate goals, based upon on-going assessment.
9. Demonstrates respect for diversity and cultural differences.
 - A. Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
 - B. Enables boys and girls to equally participate in all activities and educational opportunities.
10. Demonstrates an openness to learning new ideas and becoming a lifelong learner.
 - A. Seeks to expand knowledge through professional activities (e.g. reads, attends conferences, in-service)
 - B. Seeks to learn from students as well as teach them.
11. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
 - A. Maintains a reflective journal.
 - B. Understands the teaching-learning assessment connection.
 - C. Improves student learning outcomes through reflection.
 - D. Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
12. Exemplifies high professional and ethical standards.
 - A. Models honesty, fairness and respect for individuals and for the laws of society.
 - B. Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
 - C. Demonstrates reliability and punctuality.
 - D. Dresses appropriately and is well-groomed.

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. Uses standard English to model clear, logical oral and written communication.
 - B. Uses verbal and non-verbal communication effectively.
 - C. Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. Complies with safety rules and regulations in the learning environment.
 - B. Demonstrates sensitivity to students' feelings.
 - C. Reinforces students' efforts and achievements.
 - D. Promotes development of good character and values.
14. Manages the learning environment.
 - A. Organizes the learning environment and materials/equipment in an orderly manner.
 - B. Creates a stimulating and inviting environment.
 - C. Establishes routines, enforces rules and plans logical consequences.
 - D. Uses instructional time effectively.
 - E. Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. Practices effective listening, conflict resolution and group-facilitation skills.
 - B. Establishes rapport with students.
 - C. Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. Relates content to real world issues by asking inquiry and critical thinking.
 - B. Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. Encourages student to question information and ideas to promote divergent thinking.
17. Teaches for understanding.
 - A. Uses active student learning strategies
 - B. Creates meaningful learning experiences by relating learning to everyday life.
 - C. Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
 - D. Uses multi-cultural materials when appropriate.
18. Works collaboratively with colleagues and families.
 - A. Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
 - B. Participates actively and responsibly in school-wide activities.
 - C. Collaborates with parents and school community members to support student learning.
 - D. Seeks opportunities to build strong partnerships with parents and community members.
 - E. Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. Shows initiative in locating instructional resources beyond the school environment.
 - B. Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. Integrates technologies into lessons.
 - B. Utilizes technologies for research and professional development.

(PRACTICUM STUDENT SIGNATURE) Juanna Allen DATE 12-1-09
 (COOP. TEACHER/UNIV. SUPERVISOR SIGNATURE) Robert Holman

semester Year 2009

Fall Undergrad

Spring Post-Bac

Summer I MAT

Summer II Visiting In-Service

OBSERVATION FORM

William Paterson University

College of Education/Office of Field Experiences

1600 Valley Rd, Rm 3108, Wayne, NJ 07470

Telephone (973) 720-2108/2109 - Fax (973) 720-3503

- Art 1
- Art 2
- P-3
- P-3/K-5
- K-5
- K-5/5-8
- Practicum Student
- K-5/SPED
- English
- Foreign Language
- Math
- Music
- PE - 1
- PE - 2
- Science
- School Nurse
- Social Studies

student's Name TAANVA ALLEN

School System/Agency PASSAIC

University Supervisor University Supervisor

rof. Dev. School = Yes No

School Number 16

Teacher ROBERT STACHER

Co-op Teacher Co-op Teacher

Subject LANGUAGE ARTS

CHARMELITA SANIN

OBSERVATION NOTES:

MS. ALLEN CREATED A PASTER BOARD WITH THE STUDENTS NAMES. AS SHE POINTED TO THE NAMES OF EACH STUDENT SHE HAD THE STUDENT TOUCH HIS NOSE. SHE THEN HAD THE CHILDREN IDENTIFY INDIVIDUAL PICTURES AS SOUNDS. THE PICTURES WERE CONNECTED TO THE SOUNDS OR BEGINNING SOUNDS OF THE INDIVIDUAL NAMES. I.E. FROG FOR FRANKIE. APPLE = ASHLEY APPLE = ANGEL. THE STUDENTS THEN LISTENED TO THE STORIES WE WERE OFF TO FIND THE WRITERS NAME AFTER THEY SELECTED THE AREAS THEY WERE GOING TO PLAY AT.

FUDENT SIGNATURE

Taanva Allen

UNIVERSITY SUPERVISOR SIGNATURE

Robert Stacher

DATE 10-27-09

DATE 10-27-09

STRENGTHS:

Very well organized. Very nice delivery of various stories. After rapport with the children was very evident! Ms Allen involved the entire group in the lesson.

SUGGESTIONS:

Continue to use the wants of the children.

FOCUS FOR NEXT OBSERVATION: (note descriptor #1)

Continue to plan- logical, sequential instruction. Your lesson was very well planned.

Semester Year 2009
 Fall Undergrad
 Spring Post-Bac
 Summer I MAT
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- Math
- Music
- PE - 1
- PE - 2
- Science
- School Nurse
- Social Studies

Student's Name Joyanna Allen
 School System/Agency PHSSAIC School NUMBER 16 Subject MATH
 Grade PRE-K University Supervisor ROBERT STUWART Co-op Teacher CHRISTINA SHWIN
 Prof. Dev. School = Yes No

<p>OBSERVATION NOTES: MS. ALLEN SET UP A VERY INTERESTING LESSON THAT HAD THE STUDENTS INVOLVED AND ENTHUSIASTIC. THE BOOK "TEN BLACK DOTS" WAS READ TO THE CHILDREN. SHE HAD THE CHILDREN COUNT FROM ONE TO TEN. THEY WERE ASKED TO POINT TO THE BLACK DOTS ON THE PAGES OF THE STORY. THE STUDENTS WERE GIVEN CHARTS THAT WOULD HAVE COLOR COATED DOTS ON "M + M'S" THAT COULD BE PLACED ON THE GRAPHIC. THEY WOULD THEN COUNT THE M + M'S AND ANSWER QUESTIONS ABOUT NUMBERS AND GRAPHICS. MS ALLEN MADE A CHART THAT WOULD LIST HER STUDENTS FAVORITE COLORS</p>	<p>STRENGTHS: MS. ALLEN HAD A VERY GOOD REPORT WITH THE CHILDREN. GOOD VOICE INFLECTION. SHE HEATED THE CHILDREN WITH RESPECT. SHE USED POSITIVE REINFORCEMENT TO COMPLEMENT THE CHILDREN LEARNING THE LESSON</p> <p>SUGGESTIONS: CONTINUE TO COMMUNICATE THE HIGH EXPECTATIONS FOR ALL THE STUDENTS</p> <p>FOCUS FOR NEXT OBSERVATION: (note descriptor #1) <i>Final observation</i></p>
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STUDENT SIGNATURE Joyanna Allen DATE 12-1-09
 UNIVERSITY SUPERVISOR SIGNATURE Robert Stewart DATE 12-1-09

Association of Childhood International (ACEI) K-5 Standards
 SPA Competencies
 William Paterson University
 College of Education

Semester K-5 Undergrad University Supervisor Post-Bacc Cooperating Teacher MAT

Fall K-5/5-8 O Post-Bacc Cooperating Teacher

Spring K-5/W/TSD MAT

Practicum PDS Yes No

Student Teaching Student Teaching Interim Student Teaching Final

Student's Name TDANNA ALLEN District PASSAIC Grade PRE-K

School NUMBER 16 Subject ALL INCLUSIVE

Please rate candidates based on their performance in each standard below.

3. Target (consistently demonstrates) 1. Unacceptable (rarely or never)
2. Acceptable (most of the time)
- Directions: Darken the ovals completely – Do not X or check ✓ the circle**
1. Demonstrates of *language arts* content and pedagogy knowledge to teach reading, writing, speaking, viewing, listening & thinking. (ACEI 2.1) 3 2 1
 2. Demonstrates of *science* content and pedagogy knowledge in physical, life, earth/space sciences and scientific inquiry. (ACEI 2.2)
 3. Demonstrates of *mathematics* content and pedagogy knowledge in numbers and operations, algebra, geometry, measurement, data analysis and probability. (ACEI 2.3)
 4. Demonstrates of *social studies* content and pedagogy knowledge in history, geography, decision making and citizenship skills. (ACEI 2.4)
 - 5-7 Demonstrates of knowledge of *visual and performing arts, health education, and physical activity* pedagogical applications. (ACEI 2.5, 6, 7)
 8. Demonstrates of appropriate planning and implementation of instruction tied to state curriculum standards. (ACEI 3.1)
 9. Differentiates instruction with adaptations to provide equitable opportunities for the learning of diverse students. (ACEI 3.2)
 10. Uses varied teaching strategies to develop critical thinking and problem solving, including cooperative learning and technology (ACEI 3.3)
 11. Provides opportunities for active learning, positive social interactions and supportive learning environments. (ACEI 3.4)
 12. Communicates effectively to all students using varied media communication techniques. (ACEI 3.5)
 13. Applies knowledge of children's development to teaching (ACEI 1.0)
 14. Demonstrates knowledge of formal and informal assessment strategies to plan and evaluate student learning. (ACEI 4.0)

Comments: Has a very good report with the children and the entire staff.

Student Signature Tanna Allen Date 12-1-09

Cooperating Teacher/University Supervisor Signature Robert Hecker

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National Association for the Education of Young Children (NAEYC) P-3 Standards

SPA Competencies
 William Paterson University
 College of Education

Semester P-3 Undergrad University Supervisor ROBERT STEWART PDS Yes No
 Fall P-3/K-5 Post-Bacc Cooperating Teacher Practicum I Practicum II
 Spring Student Teaching Interim Student Teaching Final

Student's Name JONNA ALLEN District PASSAIC Grade Pre-K
 School NUMBER 16 Subject ALL INCLUSIVE

Please rate candidates based on their performance in each standard below.

3. Target (consistently demonstrates) 1. Unacceptable (rarely or never)
2. Acceptable (most of the time) 3. 2 1
- Directions: Darken the ovals completely - Do not X or check ✓ the circle**
1. **Promoting Child Development & Learning:** Candidate demonstrates an understanding of young children's characteristics & needs and creates environments that are healthy, respectful, and supportive & challenging for all children. (NAEYC Standard 1) ● ○ ○
 2. **Building Family & Community Relationships:** Candidate values the importance of complex characteristics of children's families & communities & creates respectful, reciprocal relationships that support, empower and involve all families in their children's development & learning. (NAEYC Standard 2) ● ○ ○
 3. **Observing, Documenting & Assessing to Support Young Children & Families:** Candidate demonstrates an understanding of the goals, benefits & uses of assessment & uses systematic observations, documentation & other effective strategies in partnership with families & other professionals. (NAEYC Standard 3) ● ○ ○
 4. **Teaching & Learning:**
 - a. **Connecting with Children & Families:** Candidate uses positive & supportive interactions as the foundation for their work with children. (NAEYC Standard 4a) ● ○ ○
 - b. **Using Developmentally Effective Approaches:** Candidate knows, understands & uses a wide array of effective approaches, strategies & tools to positively influence children's development & learning. (NAEYC Standard 4b) ● ○ ○
 - c. **Understanding the Content Knowledge in Early Education:** Candidate knows the essential concepts, inquiry tools, & structure of content areas including academic subjects and can identify resources to deepen their understanding. (NAEYC Standard 4c) ● ○ ○
 - d. **Building Meaningful Curriculum:** Candidate uses his or her own knowledge & other resources to design, implement & evaluate meaningful, challenging curriculum that promotes comprehensive developmental & learning outcomes for all young children. (NAEYC Standard 4d) ● ○ ○
 5. **Becoming a Professional:** Candidate identifies and conducts themselves as a member of the early childhood profession and knows and uses ethical guidelines. Candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective & critical perspectives on work. (NAEYC Standard 5) ● ○ ○

Comments: Very Effective. Has a very good understanding of early childhood education.

Jonna Allen Student Signature 12-1-09 Date Robert Stewart Cooperating Teacher/University Supervisor Signature

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semester Year 2010

Fall Undergrad

Spring Post-Bac

Summer I MAT

Summer II Visiting

In-Service

OBSERVATION FORM

William Paterson University

College of Education/Office of Field Experiences

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P-3/K-5

K-5

K-5/5-8

Practicum Student

K-5/SPED

English

Foreign Language

Math

Music

PE - 1

PE - 2

Science

School Nurse

Social Studies

Student's Name Barbara Allen

School System/Agency University Supervisor

Prof. Dev. School = Yes No

School Teachnack Elementary

Co-op Teacher

Subject Science/H

OBSERVATION NOTES:

Barbara showed her strong knowledge of the field. She is very organized and her lesson plans were well thought out. She used a variety of materials and activities to engage her students. She was very clear in her instructions and provided positive feedback throughout the lesson. She also demonstrated good classroom management skills. Her students were very engaged and participated actively in the lesson. She was very professional and easy to work with. She is a great teacher and would be a great asset to any classroom.

STRENGTHS:

Barbara has planned creative activities for the lesson. She has incorporated real world examples into her lesson. She has encouraged her students to think critically and creatively. She has encouraged her students to share their ideas and opinions. She has provided positive feedback throughout the lesson. She has demonstrated good classroom management skills. Her students were very engaged and participated actively in the lesson. She was very professional and easy to work with.

SUGGESTIONS:

Barbara could try to get the difficult words explained more clearly. She could also try to get the students to participate more in the lesson. She could also try to get the students to share their ideas and opinions more often. She could also try to get the students to work in groups more often. She could also try to get the students to work on their own more often.

FOCUS FOR NEXT OBSERVATION: (note descriptor #1)

Encourage more involvement from the girls in the class. Encourage more participation in the lesson. Encourage more involvement in the lesson. Encourage more participation in the lesson. Encourage more involvement in the lesson. Encourage more participation in the lesson.

STUDENT SIGNATURE Barbara Allen

UNIVERSITY SUPERVISOR SIGNATURE Anna Hill

DATE 4/29/10

DATE 4/29/10

Semester Fall Year 2010
 Undergrad Post-Bac
 Summer I MAT
 Summer II Visiting In-Service

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 College of Education/Office of Field Experiences
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- Social Studies

Student's Name Terina Allen School Paterson Elementary Subject Math
 School System/Agency Wayne University Supervisor Karla D'Amico Co-op Teacher _____
 Prof. Dev. School = Yes No

OBSERVATION NOTES: The Allen began the lesson by introducing the term "sum" (double sum) to the students. Reading the "Marine's" story, the students were asked to identify the "sum" in the story. The first student answered in preparation. The other students seemed to have a good grasp of the concept. The Allen mentioned the concept of multiplication in the context of the number of students in the class. The Allen extended the concept of doubling, and students returned to work and were instructed to choose numbers (1-9 and 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) and to write the product. The Allen extended the concept of doubling, and students returned to work and were instructed to choose numbers (1-9 and 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) and to write the product. The Allen mentioned the concept of multiplication in the context of the number of students in the class.

STRENGTHS: The Allen has begun to demonstrate the initiative and skills in their setting. Student involvement is an integral part of presentation. The Allen demonstrates quiet and confidence in her interaction with students. Personal initiative and leadership are evident in the environment. **SUGGESTIONS:** Eliminate "you guys" corrected to correct for classism. Review of prior knowledge allows you to modify and/or alter lesson to meet student needs. **FOCUS FOR NEXT OBSERVATION:** (note descriptor #1) Please forward your assessment data and reflection of lesson. Include family collaboration plan. Help of student helping to distribute best materials facilitate flow of lesson as it enables you to question, discuss, etc. during transitions & develop questions that encourage creative/critical thinking.

UDENT SIGNATURE Terina Allen UNIVERSITY SUPERVISOR SIGNATURE Karla D'Amico
 DATE 3/9/10 DATE 3/9/10

Semester Undergrad Post-Bac Art 1 K-5/SPED PE - 1

Fall Spring Summer I Summer II MAT Visiting In-Service Art 2 English PE - 2

College of Education/Office of Field Experiences 1600 Valley Rd, Rm 3108, Wayne, NJ 07470 P-3 Foreign Language Science

Telephone (973) 720-2108/2109 - Fax (973) 720-3503 P-3/K-5 Math School Nurse

K-5 Music K-5/5-8 Social Studies

Student's Name William Paterson University School System/Agency Wayne Grade 2

School William Paterson University Subject Cooperating Teacher

Prof. Dev. School = Yes No

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as: 4. Target 3. Acceptable *2. Insufficient Progress *1. Not acceptable

Directions: Darken the ovals completely - Do not X or check ✓

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences 4 3 2 1
2. Consistently demonstrates mastery of content knowledge. 4 3 2 1
3. Translates NJCCS into developmentally appropriate content. 4 3 2 1
4. Incorporates appropriate pedagogical knowledge in planning lessons. 4 3 2 1
5. Utilizes a variety of traditional and authentic assessments to evaluate student progress. 4 3 2 1
6. Writes comprehensive and developmentally appropriate lesson/unit plans. 4 3 2 1
7. Communicates high expectations for all students. 4 3 2 1
8. Demonstrates respect for diversity and cultural differences. 4 3 2 1
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner. 4 3 2 1
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?" 4 3 2 1

Application (Skills)

1. Exemplifies high professional and ethical standards. 4 3 2 1
2. Demonstrates effective communication skills. 4 3 2 1
3. Creates a physically and psychologically safe environment. 4 3 2 1
4. Manages the learning environment. 4 3 2 1
5. Develops a sense of community in the learning environment. 4 3 2 1
6. Poses questions related to problems and issues which require inquiry and critical thinking. 4 3 2 1
7. Teaches for understanding. 4 3 2 1
8. Works collaboratively with colleagues and families. 4 3 2 1
9. Demonstrates resourcefulness. 4 3 2 1
10. Demonstrates an interest in applying new technologies to teaching and learning. 4 3 2 1

Final Score: 76
 - Target (72-80)
 - Acceptable (60-71)
 - Not acceptable (59 or below) *

Comments

Principles for which I would like to see more emphasis in the classroom by teachers with her experience. I will continue to work on these areas to improve my skills. I will continue to work on these areas to improve my skills. I will continue to work on these areas to improve my skills.

(Practicum Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.

William Paterson University Date 5/13/10

(Cooperating Teacher or University Supervisor's Signature) Date 5/13/10

Semester Fall Spring
 K-5 K-5/5-8 K-5/W/TSD
 Undergrad Post-Bacc MAT

Practicum Student Teaching Interim Student Teaching Final
 PDS Yes No

Student's Name Barbara Allen District Walsh Grade 2
 School Forbes Elementary Subject Math/Science

Please rate candidates based on their performance in each standard below.

3. Target (consistently demonstrates) **2. Acceptable** (most of the time) **1. Unacceptable** (rarely or never)
- Directions: **Darken the ovals completely - Do not X or check ✓ the circle**
- Demonstrates of *language arts* content and pedagogy knowledge to teach reading, writing, speaking, viewing, listening & thinking. (ACEI 2.1) 3 2 1
 - Demonstrates of *science* content and pedagogy knowledge in physical, life, earth/space sciences and scientific inquiry. (ACEI 2.2) 3 2 1
 - Demonstrates of *mathematics* content and pedagogy knowledge in numbers and operations, algebra, geometry, measurement, data analysis and probability. (ACEI 2.3) 3 2 1
 - Demonstrates of *social studies* content and pedagogy knowledge in history, geography, decision making and citizenship skills. (ACEI 2.4) 3 2 1
 - 5-7 Demonstrates of knowledge of *visual and performing arts, health education, and physical activity* pedagogical applications. (ACEI 2.5, 6, 7) 3 2 1
 - Demonstrates of appropriate planning and implementation of instruction tied to state curriculum standards. (ACEI 3.1) 3 2 1
 - Differentiates instruction with adaptations to provide equitable opportunities for the learning of diverse students. (ACEI 3.2) 3 2 1
 - Uses varied teaching strategies to develop critical thinking and problem solving, including cooperative learning and technology (ACEI 3.3) 3 2 1
 - Provides opportunities for active learning, positive social interactions and supportive learning environments. (ACEI 3.4) 3 2 1
 - Communicates effectively to all students using varied media communication techniques. (ACEI 3.5) 3 2 1
 - Applies knowledge of children's development to teaching (ACEI 1.0) 3 2 1
 - Demonstrates knowledge of formal and informal assessment strategies to plan and evaluate student learning. (ACEI 4.0) 3 2 1

Comments: Comments are exhibited competency in the above standards. The teacher will be the strong leader. Some provide evidence that practicing high interest activities.

Student Signature Barbara Allen Date 5/3/10
 Cooperating Teacher/University Supervisor Signature Christina...

Return Original Yellow Form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor & Student

Semester Fall Spring Summer I Summer II In-Service

Year 2010

Undergrad Post-Bac

MAT Visiting

OBSERVATION FORM #1

William Paterson University
 College of Education/Office of Field Experiences
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

- Student Teacher
- Art 1
- Art 2
- P-3
- P-3/K-5
- K-5
- K-5/5-8
- K-5/SPED
- K-12/SPED
- English
- Foreign Language
- Math
- Music
- PE - 1
- PE - 2
- Science
- School Nurse
- Social Studies

Student's Name Janna Allen School Thomas Jefferson ES Social Studies Science
 School System/Agency Harold Jones School Thomas Jefferson ES Subject Math Language
 Grade 1 University Supervisor Judy H. Trivette Co-op Teacher Richard Sca
 Prof. Dev. School = Yes No

OBSERVATION NOTES:	STRENGTHS:	SUGGESTIONS:
<p>Knowledge of Planning, Pedagogy, Content</p> <p>Traveled NY Core Cur - medium standards into develop- mentally appropriate content</p> <p>Pedagogical knowledge evident in planning lesson</p> <p>Recommendation for individual students evident in this class of 26 (many w/ challenges) planning</p> <p>Plans integrated learning experiences across disciplines</p> <p>Understanding maintaining a reflective journal</p>	<p>The students' reports that you are "a natural!"</p> <p>Probably the best of her many students.</p> <p>Teacher.</p> <p>The learning environment will excel. Expect only steps of natural</p>	<p>TALENT = STRENGTH</p> <ul style="list-style-type: none"> • opportunities for "Family School" • make the connection with teachers for them regarding your projects = 1 to 1 etc. <p>conversations, 1 on one work, apps, etc.</p> <p>repetitions one child</p> <p>FOCUS FOR NEXT OBSERVATION: (note descriptor #1)</p> <p>Notes for: observation #2 = 9/27 #3 = 10/1/12 (Start Tues) #4 = 10/25 w/ student reports</p>

STUDENT SIGNATURE Janna Allen DATE 9/17/10

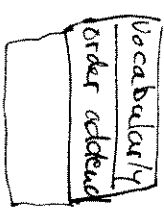
UNIVERSITY SUPERVISOR SIGNATURE Judy H. Trivette DATE 9/17/10

Semester Fall Spring Summer I Summer II
 Year 2010

OBSERVATION FORM #2
 William Paterson University
 College of Education/Office of Field Experiences
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student Teacher
 Art 1
 Art 2
 P-3
 P-3/K-5
 K-5
 K-5/5-8
 K-5/SPED
 K-12/SPED
 English
 Foreign Language
 Math
 Music
 PE - 1
 PE - 2
 Science
 School Nurse
 Social Studies

Student's Name Barna Allen
 School System/Agency Washington School Thyanna Jefferson ES Subject Math Language Arts
 Grade 1st University Supervisor Angie S. Trivola Co-op Teacher Richard Wade
 Prof. Dev. School = Yes No

<p>OBSERVATION NOTES:</p> <p><u>Knowledge</u></p> <p>* Rubric to evaluate performance - <u>once took</u></p> <p>* I wish major concepts to students 'give knowledge' to accommodate for different needs, learning styles, etc.</p> <p><u>Understanding</u></p> <p>* Sets appropriate goals, based upon on-going assessment.</p> <p>* Evident that you are open to new ideas</p> <p><u>Appreciation</u></p> <p>* Questions related to problems & games</p>	<p><u>Excellent lesson</u></p> <p>STRENGTHS:</p> <p>* Organization / Planning</p> <p>* Stimulating & interactive environment</p> <p>* provided math w/ technology & math manipulatives</p> <p>* evident that students have internalized concepts from last lesson</p> <p>SUGGESTIONS:</p> <ul style="list-style-type: none"> • 34 pages to give away "classroom book" • 9/28 = journal entry to distribute materials • how to give a more quiet time if you were only able to give 10 min • open journal at the end of class; give a class to be the teacher & repeat the instructions. <p> } Mail Vocabulary chart</p>
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STUDENT SIGNATURE Barna Allen DATE 9/29/10
 UNIVERSITY SUPERVISOR SIGNATURE Angie S. Trivola DATE Sept. 29, '10

Joanna Allen has done an excellent job throughout her first half of student teaching. She was quick to join in on all classroom activities as well as all planning. She has superb intuition and uses it daily. From the moment she entered our first grade she interacted with the students like a seasoned teacher. She is capable of planning and executing lessons in a variety of subjects. Ms. Allen makes many modifications in planning, and throughout her lessons, to meet the needs of a very differentiated class. Ms. Allen is nurturing and embraces each student's different qualities. Ms. Allen is very organized. She enjoys challenging higher leveled students and modifying lessons for those in need. She does an outstanding job motivating students with her creative lessons. She implements excellent behavior modification techniques. Ms. Joanna Allen is a natural born educator.

Semester Fall Spring Summer I Summer II
 Year 2010
 Undergrad Post-Bac
 MAT Visiting In-Service

OBSERVATION FORM
 #4
 William Paterson University
 College of Education/Office of Field Experiences
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student Teacher
 Art 1 Art 2 P-3 P-3/K-5 K-5 K-5/5-8
 K-5/SPED K-12/SPED English Foreign Language Math Music
 PE - 1 PE - 2 Science School Nurse Social Studies

Student's Name Joanna Allen School Thomas Jefferson Subject Foreign Language Arts
 School System/Agency Kean College University Supervisor Tracy H. Swartz Co-op Teacher
 Grade _____ Prof. Dev. School = Yes No

<p>OBSERVATION NOTES: <u>Knowledge</u> (Planning, Pedagogy, Content) * Considerately demonstrated mastery of content knowledge * Motivation = leaving your magic pot & toward projects you made @ * Puppets; sitar - have "workshop @ WPI * Plans for students' evaluation * 10/16/10 meeting w/turn & Tale "Understanding" * Seeks to expand knowledge through professional activities (see above) <u>Appreciation</u> * Demonstrates resourcefulness & creativity</p>	<p><u>Strengths:</u> * Positive communication = leading of the class * The learning environment is always being & inviting them to guess; observation, resourcefulness, pre-paration, and on-going activity. * Will reach back to you demonstrate suggestions of your feedback you demonstrate children learn "I love KITE" * Sometimes you may want to read the story "Just as author wrote it" w/o interruptions. Read w/ children participation. "What happened in the story" = perfect opportunity FOCUS FOR NEXT OBSERVATION: (note descriptor #1) to replace #16 & observations #15 = week of Nov 8 #6 = " " " 15 #7 = " " " 15 #8 = " " " Dec 6</p>
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STUDENT SIGNATURE Joanna Allen DATE 10/28/10
 UNIVERSITY SUPERVISOR SIGNATURE Tracy H. Swartz DATE Oct 28, 2010

**National Association for the Education of Young Children (NAEYC) P-3 Standards
SPA Competencies**

**William Paterson University
College of Education**

Semester	<input type="radio"/> P-3	<input checked="" type="radio"/> Undergrad	<input checked="" type="radio"/> University Supervisor	PDS <input type="radio"/> Yes <input checked="" type="radio"/> No
<input checked="" type="radio"/> Fall	<input checked="" type="radio"/> P-3/K-5	<input type="radio"/> Post-Bacc	<input type="radio"/> Cooperating Teacher	
<input type="radio"/> Spring			<input checked="" type="radio"/> Amy G. Maffetta	
			<input checked="" type="radio"/> Rachel Shea	
			<input type="radio"/> Student Teaching	
			<input type="radio"/> Student Teaching Final	

Student's Name Thomas Jefferson Allen ES District Hawthorne Grade 1st
 School Thomas Jefferson ES Subject _____

3. Target (consistently demonstrates) **2. Acceptable** (most of the time) **1. Unacceptable** (rarely or never)

Please rate candidates based on their performance in each standard below.

- Directions: Darken the ovals completely – Do not X or check ✓ the circle**
- Promoting Child Development & Learning:** Candidate demonstrates an understanding of young children's characteristics & needs and creates environments that are healthy, respectful, and supportive & challenging for all children. (NAEYC Standard 1) 3 2 1
 - Building Family & Community Relationships:** Candidate values the importance of complex characteristics of children's families & communities & creates respectful, reciprocal relationships that support, empower and involve all families in their children's development & learning. (NAEYC Standard 2) ● ○ ○
 - Observing, Documenting & Assessing to Support Young Children & Families:** Candidate demonstrates an understanding of the goals, benefits & uses of assessment & uses systematic observations, documentation & other effective strategies in partnership with families & other professionals. (NAEYC Standard 3) ● ○ ○
 - Teaching & Learning:**
 - Connecting with Children & Families:** Candidate uses positive & supportive interactions as the foundation for their work with children. (NAEYC Standard 4a) ● ○ ○
 - Using Developmentally Effective Approaches:** Candidate knows, understands & uses a wide array of effective approaches, strategies & tools to positively influence children's development & learning. (NAEYC Standard 4b) ● ○ ○
 - Understanding the Content Knowledge in Early Education:** Candidate knows the essential concepts, inquiry tools, & structure of content areas including academic subjects and can identify resources to deepen their understanding. (NAEYC Standard 4c) ● ○ ○
 - Building Meaningful Curriculum:** Candidate uses his or her own knowledge & other resources to design, implement & evaluate meaningful, challenging curriculum that promotes comprehensive developmental & learning outcomes for all young children. (NAEYC Standard 4d) ● ○ ○
 - Becoming a Professional:** Candidate identifies and conducts themselves as a member of the early childhood profession and knows and uses ethical guidelines. Candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective & critical perspectives on work. (NAEYC Standard 5) ● ○ ○

Comments: Thomas is doing an outstanding job in his placement.

The cooperating teacher says she is the best student teacher of the many she has had. Creative & Resourceful!

Thomas Allen Oct. 28, '10
 Student Signature Date

Amy G. Maffetta
 Cooperating Teacher/University Supervisor Signature

National Association for the Education of Young Children (NAEYC) P-3 Standards
SPA Competencies
William Paterson University
College of Education

Semester P-3 Undergrad University Supervisor Practicum I Yes
 Fall P-3/K-5 Post-Bacc Cooperating Teacher Mrs. Rachel Shea Practicum II No
 Spring Student Teaching Interim Student Teaching Final

Student's Name Joanna Allen District Hawthorne Grade 1
 School JEPerson Subject Grade 1

3. Target (consistently demonstrates) Please rate candidates based on their performance in each standard below.

2. Acceptable (most of the time) 1. Unacceptable (rarely or never)
- Directions: Darken the ovals completely – Do not X or check ✓ the circle**
1. **Promoting Child Development & Learning:** Candidate demonstrates an understanding of young children's characteristics & needs and creates environments that are healthy, respectful, and supportive & challenging for all children. (NAEYC Standard 1) 3 2 1
 2. **Building Family & Community Relationships:** Candidate values the importance of complex characteristics of children's families & communities & creates respectful, reciprocal relationships that support, empower and involve all families in their children's development & learning. (NAEYC Standard 2)
 3. **Observing, Documenting & Assessing to Support Young Children & Families:** Candidate demonstrates an understanding of the goals, benefits & uses of assessment & uses systematic observations, documentation & other effective strategies in partnership with families & other professionals. (NAEYC Standard 3)
 4. **Teaching & Learning:**
 - a. **Connecting with Children & Families:** Candidate uses positive & supportive interactions as the foundation for their work with children. (NAEYC Standard 4a)
 - b. **Using Developmentally Effective Approaches:** Candidate knows, understands & uses a wide array of effective approaches, strategies & tools to positively influence children's development & learning. (NAEYC Standard 4b)
 - c. **Understanding the Content Knowledge in Early Education:** Candidate knows the essential concepts, inquiry tools, & structure of content areas including academic subjects and can identify resources to deepen their understanding. (NAEYC Standard 4c)
 - d. **Building Meaningful Curriculum:** Candidate uses his or her own knowledge & other resources to design, implement & evaluate meaningful, challenging curriculum that promotes comprehensive developmental & learning outcomes for all young children. (NAEYC Standard 4d)
 5. **Becoming a Professional:** Candidate identifies and conducts themselves as a member of the early childhood profession and knows and uses ethical guidelines. Candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective & critical perspectives on work. (NAEYC Standard 5)

Comments: Joanna is a natural teacher. She is creative and enthusiastic. She actively engages each and every student's many learning styles

Student Signature Joanna Allen Date 10/28/10
 Cooperating Teacher/University Supervisor Signature Rachel Shea

Student's Name: Joanna Cullen School System/Agency: Newtown Grade: 1st Final Score: 100

University Supervisor: Greg G. Walcott Cooperating Teacher: Richard Shea

STUDENT TEACHING INTERIM REPORT
 William Paterson University
 College of Education/Office of Field Experiences
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Undergrad Post-Bac Art 1 K-5/SPED PE - 1
 Fall MAT Art 2 K-12/SPED PE - 2
 Spring Visiting P-3 English Science
 Summer I In-Service P-3/K-5 Foreign Language School Nurse
 Summer II K-5 Math Social Studies
 K-5/5-8 Music

Exceptional (exceeds expectations) Target (meets expectations) Acceptable (adequate) Emerging (needs work) Unacceptable
 Directions: Darken the ovals completely - Do not X or check ✓.

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences 5 4 3 2 1 Comments
 Consistently demonstrates mastery of content knowledge. 5 4 3 2 1 Joanna is doing an
 Translates NJCCCS into developmentally appropriate content. 5 4 3 2 1 outstanding job in
 Incorporates appropriate pedagogical knowledge in planning lessons. 5 4 3 2 1 this placement
 Utilizes a variety of traditional and authentic assessments to evaluate student progress. 5 4 3 2 1 she has demonstrated
 Writes comprehensive and developmentally appropriate lesson/unit plans. 5 4 3 2 1 an openness to new
Understanding (Dispositions) 5 4 3 2 1 ideas and suggestions
 Communicates high expectations for all students. 5 4 3 2 1 shared by me
 Demonstrates respect for diversity and cultural differences. 5 4 3 2 1 to her father and
 Demonstrates an openness to learning new ideas and becoming a lifelong learner. 5 4 3 2 1 main thing is we
 Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?" 5 4 3 2 1 start to improve her
Application (Skills) 5 4 3 2 1 teaching
 Demonstrates effective communication skills. 5 4 3 2 1 she works cooperatively
 Creates a physically and psychologically safe environment. 5 4 3 2 1 with me and Mrs. Shea
 Manages the learning environment. 5 4 3 2 1 Joanna Cullen Date 10/28/10
 Develops a sense of community in the learning environment. 5 4 3 2 1 (Student Signature) - This signature indicates that
 Poses questions related to problems and issues which require inquiry and critical thinking. 5 4 3 2 1 the student has seen this summary. It does not imply
 Teaches for understanding. 5 4 3 2 1 student agreement with the assessment of teaching
 Works collaboratively with colleagues and families. 5 4 3 2 1 behavior contained herein.
 Demonstrates resourcefulness. 5 4 3 2 1 Greg G. Walcott Date 10/28/10
 Demonstrates an interest in applying new technologies to teaching and learning. 5 4 3 2 1 (Cooperating Teacher or University Supervisor's Signature)

- Semester Fall Year 2010
- Undergrad Post-Bac MAT Visiting In-Service
- Student Teacher Art 1 Art 2 P-3 P-3/K-5 K-5 K-5/5-8 K-5/SPED K-12/SPED English Foreign Language Math Music PE - 1 PE - 2 Science School Nurse Social Studies

OBSERVATION FORM # 5
William Paterson University
College of Education/Office of Field Experiences
1600 Valley Rd, Rm 3108, Wayne, NJ 07470
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student's Name Diana Klein School Thomas Jefferson Subject Language Arts
 School System/Agency Kane School University Supervisor Fred S. Trivette Co-op Teacher Subject Rachel Stark
 Grade 5th Prof. Dev. School = Yes No

OBSERVATION NOTES:	STRENGTHS:
<p><u>Knowledge</u></p> <p><u>Excellent plans and preparation as always!</u></p> <p><u>A use of technologies in both planning and teaching lessons</u></p> <p><u>Rules: # Students prior knowledge # Motivation</u></p> <p><u>Understanding</u></p> <p><u>Previews students, desire to learn and achieve</u></p> <p><u>Appreciation</u></p> <p><u>Report with student!</u></p> <p><u>A variety of learning techniques</u></p>	<p><u>Students are a natural with chills</u></p> <p><u>Teachers found in experienced educator</u></p> <p><u>A fun, lively, stimulating environment</u></p> <p><u>Active managing the learning of these youngsters effectively.</u></p> <p><u>Providing prizes for each child's</u></p> <p><u>chosen animal provided for student's</u></p> <p><u>individual experiences</u></p> <p><u>Suggestion: Could you suggest a specific area for parents to report on? Perhaps an animal book</u></p> <p>FOCUS FOR NEXT OBSERVATION: (note descriptor #1) related to their poem</p> <p><u># 6 FRI. 11/19 A.M.</u></p>

STUDENT SIGNATURE Diana Klein DATE Nov. 11, 2010
 UNIVERSITY SUPERVISOR SIGNATURE Fred S. Trivette DATE Nov. 11, '10

Thomas Jefferson Elementary School
Goffle Hill Road
Hawthorne, NJ 07506
(973) 423-6480

November 2010

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Ms. Joanna Allen. I have come to know Ms. Allen while she completed her student teaching in my first grade classroom.

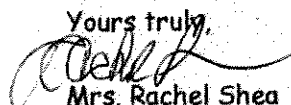
From the moment that Ms. Allen began her student teaching experience she was a perfect fit to our classroom of 26 students. She came equipped with a strong foundation of the principals of teaching, along with a desire to learn. She jumped right in at every opportunity with creativity and zest.

Throughout her time with me, Ms. Allen managed our class with relative ease and confidence. She incorporated various behavior modification techniques to motivate and excite the students. She always looked for a new or different way to deliver lessons. She was always receptive when I offered suggestions. She showed her students the importance of learning by incorporating a variety of creative methods in her teaching. Joanna loved trying new ideas and never gave up on a child. This is why the students took to her so quickly and adored and respected her. Her ability to connect with her students and her talent at teaching simple concepts, as well as more advanced topics, are both truly superior. Ms. Allen developed a wonderful rapport with the teachers, paraprofessionals, and support staff in our building as well.

Ms. Allen has excellent written and verbal communication skills, is extremely organized, reliable and able to integrate technology into her daily lessons. She can work independently and is able to follow through to ensure that the job gets done. She accomplishes these tasks with great initiative and with a very positive attitude.

I have had the opportunity to have many student teachers in the past. None of them compare to the enthusiasm and talents of Ms. Allen. She is a natural born teacher. That is why I highly recommend Ms. Joanna Allen to you without reservation. Wherever she decides to accept a teaching position, I know with all confidence that she will do an outstanding job and become an asset to the school district fortunate enough to receive her application for employment. If you have any further questions with regard to her background or qualifications, please do not hesitate to contact me.

Yours truly,



Mrs. Rachel Shea



WILLIAM
PATERSON
UNIVERSITY

College of Education
Department of Elementary/Early Childhood Education
1600 Valley Road
Wayne, New Jersey 07470
November 8, 2010

To Whom It May Concern,

It is my pleasure to write this recommendation for Joanna Allen, an outstanding teacher candidate enrolled in the Preschool-Grade 3/Kindergarten-Grade 5 initial certification program at William Paterson University. During her enrollment in the early childhood teaching program, I have known Joanna as a teacher candidate in two classes: First Field Seminar and Language Arts, Social Studies & Assessment. In all occasions, Joanna has demonstrated the knowledge, skills and dispositions of an excellent teacher candidate.

The teaching program at William Paterson University is based on constructivist learning theory and focuses its teachings on an interdisciplinary, integrated approach to teaching and learning. In class, Joanna's dedication to her studies and her coursework on Teacher Work Sample were exemplary. Her integrated lesson plan on recycling for a second grade class was thoroughly researched, covered both Social Studies and Language Arts domains and was aligned with New Jersey Core Curriculum Content Standards. With Joanna's permission, her TWS has been used as an example of exemplary work with future classes.

Among Joanna's special qualities is her enthusiastic and collegial nature. Her professional demeanor is evidenced by her keen ability to collaborate, her wonderful sense of inquiry, and a genuine and reflective disposition. Last semester, I was honored to recommend Joanna as a candidate for Kappa Delta Pi.

It has been a wonderful, positive experience watching Joanna grow and develop as she pursues her dream to become a teacher. In conclusion, I highly recommend Joanna Allen to you as an exceptional future teacher.

Sincerely,

Professor Sue Mankiw
mankiws@wpunj.edu
College of Education
P-3 Program Coordinator



THE PRAXIS SERIES

EXAMINEE SCORE REPORT

Telephone: 800-772-9476 or 609-771-7395

BACKGROUND INFORMATION

Examinee's Name: GRUNDE-ALLEN, JOANNA R
Social Security Number: 150-84-5736 Sex: F

Candidate ID Number: 04806904
Date of Birth: 01/14/1988

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: WILLIAM PATERSON UNIVERSITY

Undergraduate Major: (I)

Graduate Major: (I)

Educational Level: SENIOR (FOURTH YEAR)

GPA: 3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name	Code #	Recipient Name
R2518	WILLIAM PATERSON UNIVERSITY	R7666(A)	NEW JERSEY DEPT OF EDUCATION

CURRENT TEST DATE		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R2518	R7666				
0022	EARLY CHILDHOOD: CONTENT KNOWLEDGE	182	100-200	168-183	Y	Y				

HIGHEST SCORE AS OF		Your Highest Score	Possible Score Range	Score Recipient Code(s)						
Test Date	Test Code	Test Name			R2518	R7666				
04/25/2009	0014	ELEMENTARY ED: CONTENT KNOWLEDGE	175	100-200	Y	Y				
04/24/2010	0022	EARLY CHILDHOOD: CONTENT KNOWLEDGE	182	100-200	Y	Y				

ETS will retain your score for ten years for reporting purposes.
 ** For more details on Average Performance Range refer to footnote on last page of this score report.
 Message Codes: I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.
 A = SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.
 Y = SCORE REPORTED TO RECIPIENT LISTED.



TEST TAKER: GRUNDE ALLEN JOANNAR

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 05/14/2010

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

WILLIAM PATERSON UNIVERSITY			2518	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
04/25/2009	0014	ELEMENTARY ED: CONTENT KNOWLEDGE		175			141	PASSED
04/24/2010	0022	EARLY CHILDHOOD: CONTENT KNOWLEDGE		182			159	PASSED
NEW JERSEY DEPT OF EDUCATION			7666	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
04/25/2009	0014	ELEMENTARY ED: CONTENT KNOWLEDGE		175			141	PASSED
04/24/2010	0022	EARLY CHILDHOOD: CONTENT KNOWLEDGE		182			159	PASSED

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at www.ets.org/praxis. Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

*THIS INFORMATION IS PROVIDED TO THE EXAMINEE ONLY.

+PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

DETAILED INFORMATION FOR 04/24/2010 TEST DATE

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range **
EARLY CHILDHOOD: CONTENT KNOWLEDGE I. LANGUAGE AND LITERACY II. MATHEMATICS III. SOCIAL STUDIES IV. SCIENCE V. HEALTH AND PHYSICAL EDUCATION VI. CREATIVE AND PERFORMING ARTS	28 20 18 13 5 9	34 24 18 17 6 10	23- 29 15- 19 15- 17 13- 16 N/C 8- 9

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of examinees who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

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THE PRAXIS S E R I E S™

Telephone: 800-772-9476 or 609-771-7395

EXAMINEE ADDITIONAL SCORE REPORT

BACKGROUND INFORMATION

Examinee's Name:	GRUNDE-ALLEN, JOANNA R			
Candidate ID Number:	04806904	Social Security Number:	150-84-5736	Sex: F
Date of Birth:	01/14/1988			

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	WILLIAM PATERSON UNIVERSITY			
Undergraduate Major:	(I)			
Graduate Major:	(I)			
Educational Level:	JUNIOR (THIRD YEAR)			
GPA:	3.5 - 4.0			

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R7666	NEW JERSEY DEPT OF EDUCATION

JOANNA R GRUNDE-ALLEN
 50 N QUAIL HILL BLVD
 GALLOWAY NJ 08205

HIGHEST SCORE AS OF 08/29/2009

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)					
					R7666					
04/25/2009	0014	ELEMENTARY ED: CONTENT KNOWLEDGE	175	100 - 200	Y					

Scores will be available for reporting for ten years.
 For more information on Understanding Your Praxis Scores, refer to the enclosed interpretive leaflet and visit www.ets.org/praxis.

MESSAGE CODES
 I INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.
 Y SCORE REPORTED TO RECIPIENT LISTED.

Certificate of Participation

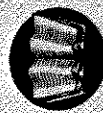
This is to certify that the below-named participant has earned 3 hours of Professional Development for the 2010-2011 school year.

Professional Development Activity: October 11, 2010

Journeys Grades 1-3

Location: JES

Hawthorne Public Schools



**Hawthorne School
District**

Gina Aliano

Group Leaders: Gina Aliano

10/11/10

2010-2011



**WILLIAM
PATERSON
UNIVERSITY**

ARNOLD SPEERT • PRESIDENT

300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103

973.720.2222 FAX 973.720.2399 • WWW.WPUNJ.EDU

March 1, 2006

Joanna R. Allen
50 N Quail Hill Blvd
Absecon, NJ 08205

Dear Joanna:

In recognition of your academic performance and desire to further your education at William Paterson University, I am pleased to award you the **William Paterson University Trustee Scholarship**.

The Trustees of William Paterson University established this scholarship, which provides full tuition and fees to freshmen, in recognition of their scholastic achievement.* The scholarship is renewable each academic year for up to four years provided you maintain a grade point average (GPA) of 3.00 and full time enrollment.

The **Trustee Scholarship** may be combined with other scholarships (except the Presidential) offered by the University or other independent organizations external to the University as well as state and federal scholarship and grant programs. All students applying for financial aid must be aware that regulations and policies govern the amount of total aid that may be received according to state and federal guidelines. All financial aid packages will be reviewed in accordance with these regulations by the Office of Financial Aid. *Please note that scholarship and financial aid award packages will not exceed the amount of educational expenses for attendance at William Paterson.* You will receive more information regarding the **Trustee Scholarship** from Mr. Anthony Leckey, Interim Director of Admissions.

If you have any questions you may contact Mr. Leckey, Interim Director of Admissions, at (973) 720-2906. Also note that Ms. Amanda Vasquez, Director of Scholarships, will work closely with you to ensure your continued academic success at William Paterson University. You may contact Ms. Vasquez at (973) 720-2929.

Congratulations and best wishes for the remainder of your senior year.

Sincerely,


Arnold Speert

*Please note this does not include books, room or board.



WILLIAM
PATERSON
UNIVERSITY

OFFICE OF THE DEAN • COLLEGE OF SCIENCE AND HEALTH
SCIENCE HALL 317 • 300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2193 FAX 973.720.3414

February 15, 2007

Joanna Allen
50 N Quail Hill Blvd
Absecon NJ 08205

Dear Joanna:

I am pleased to have this opportunity to congratulate you on your academic performance in the Fall semester of 2006. As a result of your academic achievement, you have successfully made the **Dean's List of the College of Science and Health**. This is an important milestone in your academic career and it represents recognition of your achievement by the faculty of the William Paterson University of New Jersey.

I would like to take this opportunity to encourage you to continue to strive for excellence. As you know, it is necessary to maintain a high level of academic achievement to qualify for most scholarships as well as to gain entry into your chosen profession. Also, a special satisfaction comes from knowing that you have mastered the course content and finished at the top of your class.

Again, congratulations on your accomplishments. The faculty and I are pleased to have you as a student in the College of Science and Health.

Sincerely,

Sandra De Young

Sandra DeYoung, Ed.D.
Dean, College of Science and Health

/kl

k.drive.dean.deanslistfolder



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UNIVERSITY

OFFICE OF THE DEAN • COLLEGE OF SCIENCE AND HEALTH
SCIENCE HALL 317 • 300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2193 FAX 973.720.3414

February 28, 2008

Joanna Allen
50 N Quail Hill Blvd
Absecon NJ 08205

Dear Joanna:

I am pleased to have this opportunity to congratulate you on your academic performance in the Fall semester of 2007. As a result of your academic achievement, you have successfully made the **Dean's List of the College of Science and Health**. This is an important milestone in your academic career and it represents recognition of your achievement by the faculty of the William Paterson University of New Jersey.

I would like to take this opportunity to encourage you to continue to strive for excellence. As you know, it is necessary to maintain a high level of academic achievement to qualify for most scholarships as well as to gain entry into your chosen profession. Also, a special satisfaction comes from knowing that you have mastered the course content and finished at the top of your class.

Again, congratulations on your accomplishments. The faculty and I are pleased to have you as a student in the College of Science and Health.

Sincerely,

Sandra De Young

Sandra DeYoung, Ed.D.
Dean, College of Science and Health

/kl



WILLIAM
PATERSON
UNIVERSITY

OFFICE OF THE DEAN • COLLEGE OF THE HUMANITIES AND SOCIAL SCIENCES
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2413 FAX 973.720.2955

June 18, 2008

Joanna Allen
50 N Quail Hill Blvd
Absecon NJ 08205

Dear Joanna:

Congratulations! I am very pleased to report that on the basis of your academic performance you have been placed on the Dean's List for the spring 2008 semester. As you know, in order to be eligible for such recognition, a student must carry a minimum of 12 academic credits and earn a grade point average of 3.45 or better. You have met that challenge successfully.

I hope that this recognition will be an inspiration to you in all of your future endeavors.

Very best wishes,

Sincerely,

Dean
College of Humanities and
Social Sciences

WILLIAM
PATERSON
UNIVERSITY

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920
973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

January 21, 2009

Joanna Allen
50 N Quail Hill Blvd
Absecon, NJ 08205

Dear Joanna,

The Registrar's Office has informed me that because of your outstanding academic record, you have been named to the Dean's List for the Fall 2008 Semester at William Paterson University.

I congratulate you on your accomplishment. Your excellent grade point average reflects your outstanding academic achievement as a student and serves as a model for others. My best wishes to you as you continue your academic career.

Sincerely,



Ana Maria Schuhmann, Ed.D.
Dean
College of Education

WILLIAM
PATERSON
UNIVERSITY

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920
973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

June 22, 2009

Joanna Allen
50 N Quail Hill Blvd
Absecon, NJ 08205

Dear Joanna,

The Registrar's Office has informed me that because of your outstanding academic record, you have been named to the Dean's List for the Spring 2009 Semester at William Paterson University.

I congratulate you on your accomplishment. Your excellent grade point average reflects your outstanding academic achievement as a student and serves as a model for others. My best wishes to you as you continue your academic career.

Sincerely,



Ana Maria Schuhmann, Ed.D.
Dean
College of Education

**WILLIAM
PATERSON
UNIVERSITY**

OFFICE OF THE DEAN

COLLEGE OF EDUCATION

1600 VALLEY ROAD • P.O. BOX 920 • WAYNE, NEW JERSEY 07474-0920

973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

January 20, 2010

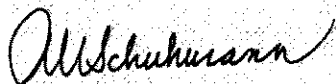
Joanna Allen
50 N Quail Hill Blvd
Absecon, NJ 08205

Dear Joanna,

The Registrar's Office has informed me that because of your outstanding academic record, you have been named to the Dean's List for the Fall 2009 Semester at William Paterson University.

I congratulate you on your accomplishment. Your excellent grade point average reflects your outstanding academic achievement as a student and serves as a model for others. My best wishes to you as you continue your academic career.

Sincerely,



Ana Maria Schuhmann, Ed.D.
Dean
College of Education




GREEK HONOR ROLL

PRESENTED TO

Joanna Allen
Phi Sigma Sigma

IN RECOGNITION FOR OUTSTANDING ACADEMIC
ACHIEVEMENT

APRIL 2010


Director of Campus Activities


Assistant Director of Campus Activities

William Paterson University
Kappa Delta Pi
Zeta Alpha Chapter
PROFESSIONAL RECOMMENDATION

Applicant's Name: Joanna Allen

Major: Early Childhood Education & Psychology

How long have you known this applicant? One year

In what capacity? During the past two semesters, Joanna has been a teacher candidate enrolled in three courses which I teach: First field seminar; Practicum seminar; and Language Arts, Social Studies & Assessment.

Based on your knowledge of this individual, please comment briefly on the following:

Personal Characteristics: On a personal note, it has been a delight to get to know Joanna. She is a person who truly cares for children and her love of learning is contagious. Taking the time to forge positive relationships with her professors and peers is an important characteristic of Joanna's personal style.

Professional Characteristics: On all occasions, Joanna has demonstrated the knowledge, skills and dispositions of an excellent teacher candidate. Joanna's dedication to her studies and her coursework are exemplary. Her planning and implementation of lesson plans, such as a recent interdisciplinary lesson on recycling for second graders is thoroughly researched, and carefully aligned with New Jersey Core Curriculum Content Standards.

Commitment to the Field of Education and/or other comments: Joanna is an extremely dedicated student who understands the commitment to the field of education goes beyond the classroom walls. She is innovative, willing to try new ideas and seeks out resources through collaboration with teachers in her practicum setting or by bringing in materials from home. The time she commits to preparing and reflecting upon her lessons and the needs of the classroom and individual children is impressive. I believe Joanna is a life-long learner and her undergraduate years are just the beginning of her journey to become an excellent teacher.

Completed by:

Professor Sue Mankiw, Professor of Education, Coordinator of P-3 Initial certification program
School/Institution of Higher Learning: William Paterson University

Please return your completed recommendation to the student. KDP wishes to thank you, in advance, for your efforts to assist us in recognizing William Paterson University's outstanding student scholars.

International Honor Society in Education

KAPPA DELTA PI

Founded in 1911

This certifies that

JOANNA GRUNDE-ALLEN

has been initiated into

ZETA ALPHA CHAPTER

WILLIAM PATERSON UNIVERSITY

as a member of the Society on

OCTOBER 16, 2010

and is entitled to all rights and privileges of
membership in Kappa Delta Pi.

Kappa Delta Pi encourages high professional,
intellectual, and personal standards and
recognizes outstanding contributions to education.



Nathan Brady
Society President

Faye Snodgrass
Executive Director