

Carthage College School of Professional Studies

Lenz Hall Room 415

WSRA April Institute-Racine Marriott

Choice Worlds: Helping Children

Build Literate Worlds Worth Living In

Saturday, April 5, 2008

Instructor: Sharon Tilton, B. A., M. Ed.
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Course #: SPSC 530G P2

Course Work Due on: Friday, May 9, 2008

One Credit (Graduate)

Course Goals and Objectives:

Students will:





- * Reflect on the information gained as a result of attending the all day institute.
- * Apply newly learned information to influence and improve classroom instruction.
- * Implement Johnston's suggestions for the use of our language more effectively to help children engage in literacy and become literate individuals.
- * The course goals and objectives are also addressed in the following Wisconsin Educator Standards for Teachers:

Standard 2: *The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.*

Standard 5: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Standard 6: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Requirements:

-  *Attend the Saturday institute by Peter Johnston.*
-  *Attend the session following the presentation and sign in on the sheet.*
-  *Write a brief reflection of the morning and session.*
-  *Use specific information you have learned from the institute and/or his books to create an action plan to enhance student learning through the power of our language.*
 - In which academic areas can I implement language changes?*
 - Discuss other areas where I can change to use "choice" words?*
 - What changes can I expect to observe and/or hear?*

Reflections will be graded according to the criteria listed in the rubric below.

Reflection Criteria	Exemplary	Proficient	Basic	Minimal
Reflection of keynote presentation by Peter Johnston (Morning and afternoon sessions)	Clear recall Thorough evidence of comprehension and application of information is apparent	Recall Evidence of comprehension and application of information is included	Some recall and some evidence of understanding or application of information	Little recall and little evidence of understanding or application of information
Action plans to help children become caring, resilient, successful learners through the use of effective language.	Specific new information cited and linked to details of new planned changes, application, and implementation of action plan	New information cited and linked to new planned changes, application, and implementation of action plan	Some part missing or not clear: Information not cited or not linked to planned changes, application, and implementation of action plan	More than one part missing or not clear Information not cited or not linked to planned changes, application, and implementation of action plan
Conventions of Print Mechanics	0-4 errors cited	5-9 Errors cited	10-14 Errors	More than 15 Errors
Presentation	Reflection and plans are organized. Each reflection and action plan is easy to read, locate, and comprehend	Each reflection and action plan is organized, readable and included	Each reflection and plan is readable	Each reflection and action plan is included

Grading: A – 92-100
 B – 82-91
 C – 72-81
 D – 62-71

