**STUDENT TEACHING TEXT ASSIGNMENTS FOR SPRING 2018**

Text: The First Days of School: How To Be An Effective Teacher, Wong, H, & Wong, Rosemary (2009),

**4th Edition**

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|  | Due Date | Assignment |
| Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Read Units A & BWritten Assignment #1 |
| Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Read Unit CWritten Assignment #2 |
| Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Read Unit DWritten Assignment # 3 |
| Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Read Unit EWritten Assignment #4 |

Assignment # 1 – Positive Expectations & Helping Student Succeed

1. Effective teachers communicate to students that:
2. Smart is not something you are. Smart is something you get.
3. You can do the work we do. I will not give up on you.

 Describe 2-3 specific ways you can help student internalize the above statements. What

 barriers to these beliefs present themselves to students.

1. Listen and observe your cooperating teacher’s communication with students closely for a one day period. Throughout that day, note some of the invitational and disinvitational verbal comments you hear as well as some of the inviting and disinviting personal behaviors you observe (See p. 62). Share some examples of the invitational verbal comments and personal behaviors you noted.
2. Reread pages 25 & 26. This information is critical to your understanding of student achievement. What does Marzano’s research say to you as a new teacher?

Assignment #2 – Classroom Management - Procedures – Procedures-Procedures!

1. Which of your cooperating teacher techniques would your replicate in your own classroom and why? (Limit 3)
2. Which techniques in Wong’s book would you add/use in the current classroom to enhance the existing student/classroom management system (Limit3) How would each technique bring added value to the current environment?
3. You are welcome to share any other reactions you had as your read Unit C.

Assignment # 3 – Lesson Mastery

The unit on Lesson Mastery is so very important because without an end goal in mind, a teacher cannot effectively plan lessons.

Of particular merit in this unit are pp. 236 & 237 which will help you during your student teaching and beyond in writing objectives. Since you have now read this section, I will be examining our lesson plan objectives for the lessons I observe with a critical eye on your objectives and assignments. (Note: p. 240 – do not use “understand” when writing your objectives.

For this assignment, please:

1. Create an effective assignment and describe it in writing. (**Steps 1 & 2 only**; know steps 3 & 4.)
2. You have a choice. You can complete a or b below.
3. Create a criterion referenced test for some content the students have or will be studying.
4. Get a copy of a test your mentor teacher has given students or plans to give students. Then, with critically analyze that test in terms of what you learned in Unit Submit the copy of the test with your assignment.

Assignment # 4 – The Professional

1. Think about the teachers you have known or know. Can you identify one that was at “teacher worker” and one that is a “teacher leader?” (no names, please) What makes you place each in the category you selected?
2. Describe a situation where your cooperating teacher was proactive. In what way(s) did the proactive behavior support student success?
3. Describe three things you will choose to do after graduation.