**Early Field JOURNAL PROMPT #5 Planning and Preparation**

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| Name:  Date: | Cooperating Teacher:  School Site:  Grade Level: |
| Danielson Framework Component: 1c Setting Instructional Outcomes | |
| Danielson Framework Component: 1e Designing Coherent Instruction | |
| Danielson Framework Component: 1f Designing Student Assessments | |

Introduction to Journal Topic:

The Danielson Framework requires teachers to set instructional outcomes that address the needs of diverse learners (1c). The teacher must design coherent instruction that includes organized materials, relevant learning activities, and various teaching strategies for diverse learners (1e). A teacher needs to design student assessments that correlate with the instructional design (1f). In your placement, these are important areas to address in order to effectively plan and prepare for instruction.

Required Elements:

In this journal, you must address all three of the related indicators. Respond to the questions below. You may use a lesson you have taught to guide your reflection.

*1c. How could/did you modify an original lesson plan to meet the needs of various learners?*

*1e. With your Cooperating Teacher, discuss the SLO process. How does the SLO process affect your coop’s instruction? How was the assessment that was used developed? Was it an individual or team assessment? How is the data analyzed/organized to develop growth targets?*

*1f. What formal and informal assessments have you seen or successfully implemented to determine student understanding?*

Evaluation Rubric:

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| **CATEGORY** | **2 POINTS** | **1 POINT** | **0 POINTS** |
| Required Elements | Addresses all three (3) of the selected components from the Danielson Framework with equal attention to both | Addresses two (2) of the three (3) selected components from the Danielson Framework with limited attention to one of them | Addresses only one (1) component or does not address the Danielson Framework |
| Evidence (Support) from Field Placement Experiences | Provides detailed, specific evidence from field placement classroom | Makes minimal or incomplete references to field placement classroom | Makes no reference to field placement classroom |
| Relationship to Course/Seminar Learning | Draws specific comparisons and/or makes contrasts to theory and content from University courses/seminars | Makes indirect/incomplete connections to theory and content from University courses/seminars | Provides no connections to theory/content from University courses/seminars |
| Reflective Disposition | Considers specific field placement evidence and University classroom learning to reflect significantly on personal/professional beliefs and future teaching practice | Offers some vague reflection on how field placement evidence and classroom learning may impact beliefs and teaching practices | Makes no substantive reflections on evidence and learning in relationships to beliefs and future practices |
| Grammar/Conventions/Quality of Writing | Free of grammatical and spelling errors;  writing is clear and concise with appropriate transitions | Minor grammatical and spelling errors; some issues with clarity and transitions in writing | Major grammatical and spelling errors; awkward writing style that prevents understanding |

**TOTAL= \_\_\_\_\_/10**

Comments: