This course is designed to provide students with supervised tutorial experiences with school-aged children. Focus is on observation of students, development of literacy lesson plans, literacy instruction for individual students, evaluation of student performance, interacting with parents, and reflecting on instructional performance.

The student will make decisions about tutoring in literacy and reflect on these decisions as they engage in effective lesson planning.

The Education Laboratory is a critical component of the Elementary Education Program of the Watson College of Education. The programs of the Ed Lab support the Mission and Value Statements of the College of Education:

The mission of the Watson College of Education is to develop knowledgeable and proficient education professionals dedicated to improving schools and society. We address this mission by:

- Providing academically rigorous programs;
- Producing and using meaningful scholarship;
- Partnering with schools, organizations and diverse communities;
- Advancing the profession.

The values we support as we prepare future educators are: Advocacy, diversity, ethics, global perspectives, innovation, inquiry, nurturing, and reflection.

Course Objectives

NC Professional Teaching Standard 2  Teachers Establish a Respectful Environment for a Diverse Population of Students

1. Establish a positive, nurturing learning environment
2. Individualize instruction
3. Generate effective oral and written communication with parents and professional educators.
   (Watson Values: Diversity, Advocacy, Nurturing)

NC Professional Teaching Standard 3  Teachers Know the Content They Teach

4. Demonstrate ability to make appropriate decisions regarding reading lesson planning and assessment.
5. Implement instruction consistent with the needs of the child.
6. Align instruction to NC Standard Course of Study
   (Watson Values: Advocacy, Inquiry)

NC Professional Teaching Standard 4  Teachers Facilitate Learning for Their Students
7. Generate a synthesis of diagnostic data relevant to reading instruction regarding a child.
8. Design activities to help a child develop phonological awareness, phonics, comprehension, vocabulary, fluency, and other reading skills.
9. Generate instructional sequences to meet lesson objectives. Include the use of various types of text and technology.
   *(Watson Values: Diversity, Ethics, Nurturing)*

NC Professional Teaching Standard 5  Teachers Reflect on Their Practice
10. Generate an analysis of strengths and areas for further development toward one’s own professional growth.
    *(Watson Values: Reflection, Inquiry, Innovation)*

Course Materials

Course Activities

1. Tutor a child under supervision for 20 hours (15 hours if done in combination with Math Lab; 15 hours if done during summer session). (Failure to meet the required hours will result in a reduction in grade.)
2. Generate written plans for each tutoring session including objectives, activities, materials, assessment plans and reflections on student performance and teaching interactions.
3. Participate in all lab class meetings.
4. Review and use print materials and computer applications for reading and writing instruction appropriate for an individual student.
5. Develop a literacy folder showing student’s characteristics and progress as a learner.
6. Write a summary letter for parents of student work and progress.
7. Conduct a parent conference.
8. Generate a Learner Growth Plan for your learner and yourself.

Zero Tolerance Policy

UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184 or Wilmington Police at 911. For University and community resources visit uncw.edu/wrc/crisis.

Disabilities

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Service (Friday Annex, 910-962-3746) to provide the necessary documentation of the disability and arrange for appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to an Ed Lab staff member in order that we can implement the accommodations.
Grading

This Lab is a Co-requisite with EDN 340 Foundations of Reading, therefore you must pass the methods course in order to pass this lab.

Grading will be based upon 100 points. All requirements and assignments are listed.
A = 90 – 100
B = 80 – 89
C = 70-79
D = 60-69
F = Below 60

Grading will be based upon 100 points. All requirements and assignments are listed.

Written plans 20 points
- Generate one plan for each tutoring session on the required form
- Plans must be approved by lab staff before tutoring.
- Write appropriate reading objectives, strategies and materials (.5)
- Plans illustrate flow of observations and reflections (.5)

Quality of Plans and Instruction 10 points

Professional Behavior/Parent-Teacher Interaction* 20 points
- Responsible for procedures (10)
- Positive professional attitude, flexible, seeks help when needed (5)
- On-going communication, values parent input, professional (5)

Parent/Teacher Conference 10 points
- Professional attire/manner, well prepared,
- Evidence of child products
- Open to questions, recommendations made

Ed Lab Map Quest 5 points
- Complete a survey of the instructional materials available for teaching

Lab Class Attendance (with course packet) 15 points
- 1 absence = 10 points
- 2 absences = 5 points
- 3 or more absences = 0
- 2 tardies = 1 absence

Learner Growth Plan 20 points

* Tutors must notify Ed Lab Staff of any changes to their tutoring schedules.
Tutors must call the Ed Lab first and then notify the parent when canceling a session.