



Teaching & Learning Institute (TLI)
 1801 East Main St. Rochester, NY 14609 (585)-288-3130



SCHOLAR NAME:

Date

| | | | | | | | | |
|--------------------------------------|--|--|--|---|---|---|---|----|
| N/A ----Not Applicable / No Exposure | | | | | | | | |
| 1-----Does Not Meet Standards | | | | | | | | |
| 2-----Needs Improvement | | | | | | | | |
| 3-----Meets Standards | | | | | | | | |
| 4-----Exceeds Standards | | | | | | | | |
| STANDARD | | | | 4 | 3 | 2 | 1 | NA |

| | | | | | | | | |
|--------------------------------|--|--|--|---|---|---|---|----|
| Teaching & Learning | | | | | | | | |
| STANDARD | | | | 4 | 3 | 2 | 1 | NA |

CAREER READINESS

| | | | | | | |
|----------------------------------------------|--|--|--|--|--|--|
| Ability to Make Decisions | | | | | | |
| Ability to Observe Critically | | | | | | |
| Ability to Work in a Team | | | | | | |
| Accountability | | | | | | |
| Appropriate Workplace Appearance | | | | | | |
| Attendance and Punctuality | | | | | | |
| Effective Communication Skills | | | | | | |
| Effective Problem Solving Skills | | | | | | |
| Ethical Decision Making | | | | | | |
| Initiative /Leadership | | | | | | |
| Productivity | | | | | | |
| Planning & Organization | | | | | | |
| Quality of Work | | | | | | |
| Reads with Understanding | | | | | | |
| Research Proficiency | | | | | | |
| Response to Constructive Criticism/ Feedback | | | | | | |

ROLES AND RESPONSIBILITIES - General Knowledge of:

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|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| Managing records, materials and equipment in the classroom | | | | | | |
| Attending to the physical needs of children; supervise students, and perform other non-teaching duties | | | | | | |
| Working with individual pupils or groups of pupils on special instructional projects. | | | | | | |
| Assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials; | | | | | | |
| Utilizing their own special skills and abilities by assisting in instructional programs | | | | | | |
| Working with small groups of children or individual children. | | | | | | |
| Communicating with parents of students as they come in and leave the classroom | | | | | | |

GENERAL KNOWLEDGE PRE-K TO GRADE 6

| | | | | | | |
|---------------------------------------------------------|--|--|--|--|--|--|
| Demonstrate knowledge of English Language Arts | | | | | | |
| Demonstrate knowledge of Mathematics | | | | | | |
| Demonstrate knowledge of Science and Sensory activities | | | | | | |
| Demonstrate knowledge of Social Emotional Learning | | | | | | |
| Demonstrate knowledge of Free Play | | | | | | |

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GUIDANCE AND DISCIPLINE TECHNIQUES

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|-------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Positive statements: Clearly stating what the child IS expected to do | | | | | |
| Redirection: Substituting unacceptable or dangerous behavior for acceptable behavior | | | | | |
| Reverse attention: Ignore the negative behavior when possible and reinforce the positive behavior | | | | | |
| Positive guidance: works when based upon consistency | | | | | |
| Limiting choices: Give children opportunities to make choices within limits, limit the number of options provided | | | | | |
| Staying Calm: The importance of responding to aggressive behavior in nonaggressive ways | | | | | |
| Adjusting the environment: items that might be a potential problem are placed out of sight | | | | | |
| Norms: using norms as the means for setting guidelines for behavior | | | | | |
| Limits: discuss limits in advance | | | | | |
| Natural Consequences vs. Logical Consequences | | | | | |
| Attention: Knows that attention is powerful reinforcement of positive and negative behavior | | | | | |

COMPONENTS OF CURRICULUM PLANNING.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Calendar: identifies what month, week, or day will "look" like. Assign a theme for a determined length of time, to make sure that the curriculum is covered. | | | | | |
| Themes- One main topic, idea or concept around which the classroom activities are planned. | | | | | |
| Daily Scheduling and routines- Provide a flexible schedule for each day including lessons and activities | | | | | |
| Learning Centers- Are based on all content areas and designed for a variety of levels. | | | | | |
| Group Time: a time when children come together as a community of learners | | | | | |

COMPONENTS OF A LESSON PLAN

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Objective: The overall goals that the teacher wants the children to learn, know and/or do. | | | | | |
| Content Learning Areas: Fine and gross motor activities in the all content areas: English Language Arts, Mathematics, Science and Sensory, Social/Emotional and Social Studies, Creative Arts , and Physical/Health and Safety | | | | | |
| Concept Vocabulary: words they need to understand or grasp as they complete the learning centers. | | | | | |
| Procedure: What is going to be done step-by-step and how you are going to do it. | | | | | |
| Transitions: the movement from one activity to another or the completion of an activity . | | | | | |

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DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

| | | | | | |
|--------------------------------------------------------------------------|--|--|--|--|--|
| Knowledge of child development and learning | | | | | |
| Knowledge of what "age appropriate" is | | | | | |
| Knowledge of what "Individually appropriate" is | | | | | |
| Knowledge of what "culturally appropriate" is | | | | | |
| The need for "flexibility": children have choice | | | | | |
| The need for real, relevant and relatable- activities and lessons | | | | | |
| Knowledge of and plans for "Intentional teaching" or play with a purpose | | | | | |
| Knowledge of "language" using questions, discuss ideas and comments | | | | | |

SOCIAL DEVELOPMENT

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|-----------------------------------------------------------|--|--|--|--|--|
| Social learning and cognitive development are intertwined | | | | | |
| Zone of Proximal Development | | | | | |
| Scaffolding- guiding the child to support their learning | | | | | |

TYPES OF LEARNING

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Child-directed or Child-initiated | | | | | |
| Teacher directed | | | | | |
| Learning Styles | | | | | |
| Theory of Multiple Intelligences | | | | | |
| Active vs. passive learning | | | | | |