

Spring 2012

University of North Texas at Dallas

Course Syllabus

EDRE 4450-090 Reading and Writing (Birth through Grade 6)

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Course Description

Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers. Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/social influences, and affective elements related to early reading. ***Includes an additional course hour of field experience per week.***

Prerequisite(s): Admission to the Teacher Education program and DFST 3123 (Child Development).

Required Texts

Tompkins, G. E. (2010). *Literacy for the 21st century: Teaching reading and writing in prekindergarten through grade 4* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Cunningham, P. M. (2009). *Phonics they use: Words for reading and writing* (5th ed.). Boston, MA: Allyn & Bacon.

Learner Goals: The student will (TLW):

1. Describe the concept of emergent literacy that reflects the historical background of literacy instruction in U.S. schools.
2. Recognize important role of children's literature in literacy programs designed for young children.
3. Develop an understanding of major reading approaches and their application with early readers, including: Language experience, balanced literacy, readers' workshop, and basal programs.
4. Recognize the basic principles of assessment of early reading and writing competencies and the importance of early intervention strategies to support struggling readers.
5. Describe management options for literacy programs and experiences appropriate for early instructional programs.
6. Explain the importance of parental involvement and community cooperation in the literacy growth and general well being of young children.
7. Demonstrate knowledge of instruction to develop skills of fluency, reading comprehension, text structures, critical reading, and reading for pleasure.
8. Engage in reflective and metacognitive strategies that foster effective interaction with and for

young learners in field-based settings.

Learning Objectives

1. Plan developmentally appropriate activities for enhancing the listening, speaking, reading, writing and observation skills of young children.
2. Select effective strategies for sharing books and other resources with children, including multicultural materials.
3. Plan instruction that develops vocabulary and word recognition skills, including phonemic awareness, phonics, structural analysis, context clues and the use of lexicographical tools (dictionaries, thesauri, etc.)
4. Plan effective writing instruction and the application of appropriate writing activities.
5. Prepare production lesson plans for reading and writing development.
6. Prepare informed reflection of literacy instruction offered in the EC-4 classroom.
7. Assess the literacy development of a young child in a field-based setting.
8. Set instructional goals for the literacy development of a young child in a field-based setting.

COURSE POLICIES

Class Norms

Students are expected to follow all class norms.

Class Attendance

Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog. “Regular and punctual class attendance is expected. Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.” In this class, students should attend every scheduled meeting. Having more than four absences are considered excessive. Bonus points will be awarded for students with excellent attendance. Students with excessive absences will be contacted by the instructor to discuss their respective status in the course and may be dropped from the course. **Those with emergency circumstances should meet individually with the instructor.**

Absences, tardiness, and leaving early may lower your grade. Three tardies equal one absence. Four or more tardies or absences will result in a conference. Leaving early is the equivalent of a tardy. If you are tardy or absent, **it is your responsibility to contact another student to obtain assignments, make-up work, handouts, or other class information** that you may have missed. Get another student’s email address and/or phone number to get information/handouts when you miss class.

Attendance and active, constructive, and positive participation at all class meetings is required. The level and quality of our learning in this class depends largely on the level of attendance and quality of class participation and discussions. Thus, you should come to all classes and tutoring sessions well prepared to assume an active, thoughtful, and positive role in the scheduled activities by having read all required

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readings and completed all class assignments/preparations for the class and/or tutoring experience. This course plays an important role in your professional preparation for teaching. As such, attendance is a crucial professional responsibility. If you know ahead of time that you must miss more than one class session or will not be able to attend all class sessions for the full duration of each class period, please plan to take this course during a different semester when you will be able to attend all class sessions.

Additionally, the success of your peers in this course and the success of students with whom you will work depend on your level of commitment. Please call me immediately if you have an emergency and must miss a class (214-707-6034).

PLEASE NOTE: More than three absences may result in an "F" grade of your final course grade.

Values Democracy & Multiculturalism

This course emphasizes that literacy instruction should be designed to meet the needs of all students by preparing them effectively to live and work in a democratic and pluralistic society. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Assignments

All written work is expected to meet collegiate standard. Work containing excessive errors in grammar, punctuation or spelling will be returned ungraded unless stated by the professor. The student will make corrections and resubmit the work on the class date immediately following the due date.

Late Work

Work is to be completed and submitted by the date and time required. It is late if submitted at the next scheduled class period. The grade will be lowered one letter grade for each class day late up to three classes. It cannot earn greater than 50% if submitted four or more classes late. Acceptance of all late work is at the discretion of the instructor.

Children & Child Care

Students are expected to make arrangements for the care of children off campus. The campus is not set up for students to bring their children to class or for the university to assume the responsibility of care.

Cell Phones

Turn off cell phones prior to the start of class. It is recommended that students take care of all personal phone calls before class, during the break or after class. **Texting during class is not allowed and will adversely affect the student's participation grade.**

COURSE ASSIGNMENTS

Class Sessions

Class sessions will include a variety of formats, including whole-class and small-group discussions, individual writing, videos, mini-lessons, experiences, computer work, guest presentations, brief lectures, materials workshops, and teacher/student presentations.

Out-of-Class Chapter Reflections

You will write *ten* out-of-class reflections for the chapter readings across the semester. The length of the written reflections is likely to vary across readings and with respect to your particular interest in, and understanding of, the topics being covered. You will POST your responses on Blackboard answering the guiding questions provided by the professor.

Chapter Presentations (Tompkins)

Groups will present the information of a randomly selected chapter to the rest of the class and teach a activity based on the content of that chapter. Be creative. The entire presentation and activity should take only 35 minutes. A copy of the presentation and activity should be provided for all members of the class at the conclusion of the lesson. Remember that you want your peers to end up with a lesson that they can use in their future classrooms.

Planning and Grading to be discussed (See Rubric). Due as listed on course outline.

Discussion Leader (Cunningham)

Students will lead the information of a randomly selected chapter to the rest of the class. Students will facilitate the key findings and concepts of the assigned chapter and lead a professional discussion about the topic. Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating class discussion. The entire presentation should take only 20-25 minutes.

Lesson Plan (Reading and Writing)

Components should contain these basics:

- **Learning Objectives and TEKS and STAAR Objectives** (“the student will know or be able to do...”)
- **Relevance** (how this learning objective connects to the real world, the lives of students, and why it is important for them to know this content or to have this skill)
- **Activities** (what will students do to practice, develop understanding, enrich concepts/skills, etc.)
- **Instructional Strategies** (what is most appropriate to achieve learning objectives and create highly engaged students?)
- **Questioning:** Plan your questions in advance so that you are sure to have the majority come from the higher levels of Blooms (application, analysis, synthesis, evaluation).
- **Assessments** (what formative/summative assessment will you give to demonstrate whether or not students understand and can master learning objectives)
- **Re-teach/Intervention** (what re-teach, small group/individual intervention will you provide for those who don’t “get” it?)
- **Time Allotments** for activities, assessments, etc.
- **Lesson Reflections** (must be on the lesson plan after each session)

Reading & Writing Instructional Strategies Notebook (ToolKit)

You will be maintaining a list of key terms, instructional strategies, activities, and concepts covered throughout this course. You will create a strategy notebook for future classroom use highlighting the key topics connected to reading and writing. You will divide the notebook within the following sections: Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary, Writing, and Assessment. You will have 1-2 pages explaining the strategy/activity with a brief explanation of how you would use it in your classroom. In each chapter we will highlight and present some of the activities aligned with this assignment.

LIBRARY WORKDAY

One class date will be designated as Library Workdays. Students are to work on major projects during this time. The workday session must be held on either the UNT Denton or Dallas campus or another university/college campus library. A selected public library may limit the number of hours of operation opened to the public and the group may not complete the assignment based on the number of hours spend on the UNT Dallas campus. Attendance will be collected on the library workday.

Quizzes, Tests, Exams

Determined by the instructor. Students will receive a study guide for all major exams.

BLACKBOARD

Blackboard is the course management system that will be used heavily in this class as a form of obtaining course content, communication & assignments. It is the student's responsibility to familiarize him/herself with Blackboard. All students are responsible for checking their email address as listed on the website for this class. If your email address is not correct, you may miss assignments and updates on visits to the public schools. All students will be responsible for regularly checking the class website for announcements, assignments, discussion board and other pertinent information. We will have some classes online and it is the student's responsibility to POST and RESPOND to all assignments on time.

Field Experience

"An additional hour of field experience" (see UNT catalog) is required to pass this course. "An additional hour" equals 15 hours in the field. Hours must be spent in observation of literacy activities from infancy through grade six focusing on the development of literacy. Directions for the observations and reflections on the observations will be provided in class. You will be required to complete four observation logs (form provided by professor) detailing classroom instructional practices and "kid watching."

Case Study Report

Students will be required to work with one student for the case study assignment doing literacy activities with reading and writing. Various activities for this assignment will be presented in class.

Option 1: Work with a student at your assigned school for field observations

Option 2: Work with a child outside your field experience assignment
(Must Have Professor Approval)

You will identify a child to tutor for 6-30 minute sessions. During these sessions, you will provide reading and writing instruction. You will summarize your tutoring sessions by keeping detailed records, interpret the collected data diagnostically, and develop instructional recommendations. Evidence of these tasks will be assembled into a case study report that includes results of your sessions and recommendations. Specific due dates for drafts of guidelines for assignments and procedures for grading this document will be provided in a separate handout.

For this final paper (5-6 pages, double spaced, APA), you will prepare a case study on your tutee and your work with your tutee over the course of the semester. Your case study will include an analysis of your tutee's beginning and end-of-semester assessment results, an overview of the instructional goals that you developed based on the assessments and a reflection of the lessons you conducted during the sessions. You will discuss how interaction with your tutee, your professor, and classmates impacts your instructional practices. Your case study must be detailed and written with clarity, cohesiveness, and depth. Additional information about this assignment as well as guidelines for grading this assignment will be provided in a separate handout. Other guiding prompts:

- Who was your tutee? (e.g., academic and personal data)
- Your tutee's strengths (State what he or she could do at least 2 strengths)
- Your tutee's literacy learning difficulties (State at least 2 difficulties)
- Share teaching strategies that worked well (State at least 2 strategies)
- What did you learn from this tutoring experience with your tutee?

Grade Profile

In order to earn an A, a student must go beyond the expectations stated in the syllabus. The Content Outline, Course Projects and Assignments are a basic guide for all students to follow. Students who desire to work and perform beyond the "basic" or "developing" stage must demonstrate quality and depth in all of their work. To receive a B or C will be determined by how much depth is displayed, exhibited and performed by the student. A grade of D or F will not be considered as part of this course. A student performing below a C average will be asked to meet with the professor to determine other options. **All assignments must be in APA 6th ed.**

Evaluation

Criteria	Possible Points	Total
Quizzes	2 @ 100 points each	200
Final Exam	100	100
2 Chapter Presentation 1 Discussion Leader	3 @ 30 30 points each	90

Reading & Writing Instructional Strategies Notebook (ToolKit) <ul style="list-style-type: none"> • Phonemic Awareness (5) • Phonics (5) • Vocabulary (5) • Fluency (5) • Comprehension (5) • Assessments (5) • Writing (5) 	100	100
Lesson Plan	100	100
Classroom Observations (From Field Experience)	4 @ 50 points each	200
Chapter Reflections	10 @ 10 points each	100
Class Participation	10 points	10
Case Study	100	100
Attendance Points (calculated after final grade)	5 points = missed 0 classes 4 points = missed 1 class 3 points = missed 2 classes	
TOTAL POINTS POSSIBLE		1000
<u>Grading Scale</u> 1000-900 = A 899-700 = B 700-699 = C 698-500 = D 500 or below = F (make an appointment with professor)		

TEACHER EDUCATION & ADMINISTRATION

EC-4 Program and 4-8 Program Policy Statements

American with Disabilities Act (ADA) Policy on Auxiliary Aides and Reasonable Accommodation

The University of North Texas does not discriminate on the basis of an individual’s disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. Copies of the College of Education ADA Compliance Statement are available in the Dean’s Office, Matthews Hall 214.

The University of North Texas College Of Education provides support for students who have disabilities as provided for in federal law. To exercise this provision, students should contact the department liaison, and inform the course instructor early in the semester of any accommodation that may be necessary. ODA forms are effective when they are given to the professor and accommodations are not retroactive.

The student is expected to take responsibility for his/her learning. However, as facilitators of that process and as professional educators, the faculty is available to help students succeed. Please let me know what I can do in order to optimize your learning experience.

Academic Honesty

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The University of North Texas holds high expectations of its faculty, staff, and students. The Code of Student Conduct and Discipline is stipulated in the University of North Texas Bulletin: Undergraduate Catalog. Cheating, plagiarism, collusion, and falsification constitute academic dishonesty. Academic dishonesty will result in a mark of 0 for the test or assignment. A second offense will result in an assignment of F for the course.

Eagle Mail

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>.

Bad Weather Policy

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

EDRE 4450--Essential Terms and Concepts

Literacy
Balanced literacy
Comprehensive literacy
Emergent literacy
Fluency
Phonological awareness
Phonemic awareness
Phoneme
Alphabetic principle
Phonics
Alliteration
Rhyme
Onset
Rime
Automaticity
Word recognition
Word Wall
Read-aloud
Language experience approach
Efferent reading
Aesthetic reading
Comprehension
Expository text and structure
Narrative text and structure
Sustained silent reading
Concepts of Print
Running Record
Guided Reading
Leveled Books
Basal Readers
Literature Circles
Literature Focus Units

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Some Concepts from your Linguistics course that you should know:

Consonants

Vowels

Syllables

Phoneme

Morpheme

Language systems: semantic, syntax, phonological, pragmatic

Affixes: prefix, suffix

Syllable

CVC, CV, CVCe, Vowel pairs, Final Stable Syllable, R-controlled vowels

**COURSE CALANDAR
EDRE 4850**

*This course calendar is subject to change at the discretion of the professor.

Date	Essential Questions and Concepts	<u>Reading Assignment</u>	Work Due
1/17 FTF	<i>Course Introduction</i> How can I become an effective teacher of reading?	Introduction of Course In Class Reading Assignments What Do We Know About Reading and Writing?	TEXES Questions Assessment Writing Assessment Reading & Writing KWL Charts Class Reflection
1/24 FTF	How can I become an effective teacher of reading? National Reading Panel Findings	Understanding The Big 5 (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension)	Cooperative Learning: Big 5 Charts Class Reflection
2/7 FTF	What are the major components of reading instruction and how should I teach them?	The Big 5 Understanding reading activities	Class Reflection
PART I	LITERACY IN THE 21ST CENTURY (Chapters 1-3)		
2/14 FTF	How can I become an effective teacher of reading? What is the reading and Writing Process? What does it look like in the classroom? Becoming An Effective Teacher (1) <ul style="list-style-type: none"> • Eight Principles Teaching Reading & Writing (2) <ul style="list-style-type: none"> • 5 stages of reading • 5 stages of writing Early Reading and Writing Activities (1-C) Understanding Education and Economic Status	<u>Tompkins Ch. 1 & 2</u> <u>Presenter: Ms. Jobe</u> <u>Cunningham Ch. 1,</u> <u>(Key Concepts: 14, & 15)</u> <u>Discussion Leader: Ms. Jobe</u> <u>Article ???</u>	Class Reflection Writing Activity Online Chapter 1 & 2 Response Observation Placement Updates Pop Quiz (in class) Pithy Quotes
2/21 FTF	Why are assessments important for literacy development? How should teachers use them to drive and enhance instruction? Assessing Students Literacy Development (3) <ul style="list-style-type: none"> • Classroom reading • Portfolio • High stakes testing (STAAR) Phonological and Phonemic Awareness (2-C)	<u>Tompkins Ch. 3</u> <u>(Presenter: _____)</u> <u>Cunningham Ch. 2</u> <u>Discussion Leader: _____</u>	Class Reflection Online Chapter 3 Response Observation Updates Chapter Responses Case Study Updates

PART II	COMPONENTS OF LITERACY DEVELOPMENT (Chapters 4-9)		
2/28 FTF	<p>What are the most effective instructional strategies and concepts teachers should use when working with young readers and writers?</p> <p>What is the Alphabetic Code?</p> <p>Working With the Youngest Readers and Writers (4)</p> <ul style="list-style-type: none"> • Interest & Development <p>Cracking the Alphabetic Code (5)</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Spelling <p>Concrete Words, Letter Names, and Sounds (3-C)</p>	<p><u>Tompkins Ch. 4 & 5</u> (Presenter: _____)</p> <p>(Presenter: _____)</p> <p><u>Cunningham Ch. 3</u> <u>Discussion Leader:</u> _____</p>	<p>Class Reflection</p> <p>Online Chapter 4 & 5 Response</p> <p>Case Study Updates</p>
3/6 FTF	<p>What effective instructional strategies should teachers use when developing fluent readers and writers?</p> <p>How do students learn vocabulary words and why is teaching vocabulary important?</p> <p>Developing Fluent Readers and Writers (6)</p> <ul style="list-style-type: none"> • Word Identification • Components of Fluency <p>Expanding Student's Knowledge of Words (7)</p> <ul style="list-style-type: none"> • Levels of Word Knowledge • Word Meanings <p>Making Words In Kindergarten (4-C)</p> <p>MIDTERM EXAM</p>	<p><u>Tompkins Ch. 6 & 7</u> (Presenter: _____)</p> <p>(Presenter: _____)</p> <p><u>Cunningham Ch. 4</u> <u>Discussion Leader:</u> _____</p>	<p>Class Reflection</p> <p>Online Chapter 6 & 7 Response</p> <p>Meeting One-One About Case Study</p>
3/13 LIBRARY DAY	NO Class Meeting	NO Class Meeting	<p>Plan of the Day</p> <p>POST UPDATES ONLINE</p> <p>Case Study Updates</p>
3/20	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS

<p>3/27 FTF</p>	<p>What does reading comprehension look like in the classroom?</p> <p>What text factors facilitate students' reading comprehension?</p> <p>Facilitating Students' Comprehension Factors (8)</p> <ul style="list-style-type: none"> • Understanding Reading Comprehension • Reader Factors • Motivation <p>Facilitating Students' Comprehension: Text Factors (9)</p> <ul style="list-style-type: none"> • Stories • Informational Books • Poetry <p>Fluency Activities (5-C)</p>	<p><u>Tompkins Ch. 8 & 9</u> (Presenter: _____)</p> <p>(Presenter: _____)</p> <p><u>Cunningham Ch. 5</u> <u>Discussion Leader:</u> _____</p>	<p>Case Study 1st Draft Due (Bring A Hard Copy to Class For Peer Editing)</p> <p>Class Reflection</p> <p>Online Chapter 8 & 9 Response</p>
<p>PART III</p>	<p>ORGANIZING FOR LITERACY INSTRUCTION (Chapters 10-12)</p>		
<p>4/3 ONLINE</p>	<p>High Frequency Words (6-C)</p>	<p><u>Cunningham Ch. 6</u></p>	<p>Online Plan of the Day</p> <p>Case Study Updates</p>
<p>4/10 FTF</p>	<p>How should effective teachers organize reading instruction?</p> <p>What are some key instructional techniques and strategies teachers should use when differentiating instruction?</p> <p>Organizing for Instruction (10)</p> <ul style="list-style-type: none"> • Basal Reading • Focus Units • Literature Circles • Reading & Writing Workshop <p>Differentiating Reading and Writing Instruction (11)</p> <ul style="list-style-type: none"> • Flexible Groupings • Struggling Readers & Writers <p>Making Words (7-C)</p>	<p><u>Tompkins Ch. 10 & 11</u> (Presenter: _____)</p> <p>(Presenter: _____)</p> <p><u>Cunningham Ch. 7</u> <u>Discussion Leader:</u> _____</p>	<p>Class Reflection</p> <p>Online Chapter 10 & 11 Response</p> <p>Case Study Updates (Bring Draft To Class)</p>
<p>4/17 ONLINE</p>	<p>Rhyme-Based Decoding and Spelling Activities (8-C)</p>	<p><u>Cunningham Ch. 8</u></p>	<p>Online Plan of the Day</p> <p>Online Chapter 9 Response</p> <p>Case Study Updates</p>
<p>4/24 FTF</p>	<p>How should effective teachers use reading and writing in the content areas?</p> <p>Reading and Writing in the Content Areas (12)</p> <ul style="list-style-type: none"> • Connecting Reading & Writing • Content-Area Textbooks 	<p><u>Tompkins Ch. 12</u> (Presenter: _____)</p> <p><u>Cunningham Ch. 9</u> <u>Discussion Leader:</u> _____</p>	<p>Case Study Due Class Reflection</p> <p>Online Chapter 12 Response</p> <p>Case Study DUE (Bring Hard Copy To Class)</p>

	<ul style="list-style-type: none"> Thematic Units Spelling Activities (9-C)		
PART IV	COMPENDIUM OF INSTRUCTIONAL PROCEDURES		
5/1 FTF	What does effective reading instruction look like in the classroom?	<u>Cunningham Ch. 11, 12, & 13 Discussion Leaders:</u>	Class Reflection Online Chapter 11 Response Case Study Parent Teacher Conferences Due: All Chapter Online Responses
5/8 FTF	FINAL EXAM WEEK	Date: _____	Class Reflection Online Chapter 12 Response

PROFESSIONALISM

At this point in your college career, you are no longer just a college student. You are expected to act and think professionally, i.e., like a teacher. As a teacher, it is essential that you develop professional behaviors so that they become an integral part of your demeanor.

Professionalism includes excellent attendance and punctuality. Teachers are expected to develop collegiality with other members of the profession regardless of personal feelings toward them. Teachers are also expected to constantly seek new information to improve their teaching.

In this class that means that you are expected to listen to other students respectfully and take notes on what they are saying when it is something you hope to remember. We can all learn from each other. Some ideas you may hear from other students may be exactly what you need a few years down the road. If you write it down, you will probably remember it or know where to locate it. Other students' questions may be exactly what you need to hear, too. Please be respectful of classmates as well as the professor.

Technology is a wonderful thing and we all use it. The classroom is not the proper place to use cell phones, text, use computers, etc. Please put your phones on silent and do not text during class time. Almost everything we do requires your attention- whether it is a lecture, a hands-on activity, group work, classmates speaking. The use of the computer in this class is unlikely to be beneficial during class time. If there are extenuating circumstances please let me know and I will consider it. Obviously, if someone is ill at home, I have no problem with you having your phone on vibrate. Just sit near the door and slip out when you need to.

In like manner, I consider this one of the most important classes you will take in your education career. Therefore, when I see students doing homework for another course, doing puzzles of any kind, reading the newspaper, sleeping, etc., I am concerned that the student does not recognize the importance of this class. I may not embarrass you in front of other students, but I will make a note of it as unprofessional behavior during class time. Unprofessional behavior will result in a conference and a lowering of your grade.

Another aspect of professionalism is dress. Whenever you go to schools be sure to dress in such a manner that no one will find fault with it. In other words, dress more like a teacher and less like a student. Don't wear jeans, even if the teachers are wearing them that day, or shorts. Make sure your clothes are modest. Tattoos should not be visible. You don't have to get dressed up but you should look very nice. The first impression you make cannot be taken back, so make it a good one. You might want to work at that school some day in the future! Or, that principal or teacher may work at a different school where you apply. Keep your appointments. Be on time or early. Be prepared.

Professionalism needs to become part of who you are so that when people meet you they know right away that you are a teacher.

Thank you for taking the time to read this and to put it into action.

Ms. Jobe ☺