

January 2005

Becoming a Teacher in a Field-Based Setting: Instructors Manual

Jill A. Jones

Liberty University, jajones9@liberty.edu

Follow this and additional works at: http://digitalcommons.liberty.edu/educ_fac_pubs

Recommended Citation

Jones, Jill A., "Becoming a Teacher in a Field-Based Setting: Instructors Manual" (2005). *Faculty Publications and Presentations*. Paper 71.

http://digitalcommons.liberty.edu/educ_fac_pubs/71

This Miscellaneous is brought to you for free and open access by the School of Education at DigitalCommons@Liberty University. It has been accepted for inclusion in Faculty Publications and Presentations by an authorized administrator of DigitalCommons@Liberty University. For more information, please contact scholarlycommunication@liberty.edu.

Becoming a Teacher in a Field-Based Setting
 Instructor's Manual Format
 Jill Jones

The purpose of this instructor's manual is to support Professors while they prepare their lectures and assessments.

Lecture Support

Each article uses a literacy strategy to introduce content. The strategy is available as a handout, overhead, and/or part of a PowerPoint presentation. As the Professor introduces the content he/she is also modeling how teachers can seamlessly improve student's ability to manipulate and understand text.

The following table depicts each article content and matching literacy strategy:

Chapter/Article #	Topic/Content	Literacy Strategy
Chapter 1/Article I	Understanding Literacy and the Language Arts	Anticipation Guide
Chapter 1/Article II	Teaching Language Arts	Anticipation Guide
Chapter 2/Article I	Structures for Language Arts Instructional Planning	Reading Road Map
Chapter 2/Article II	Organizing the Classroom and Students for Instruction	Reading Road Map
Chapter 2/Article III	Language Arts, Resources, and Materials	Reading Road Map
Chapter 3/Article I	Speaking and Listening Outside the Classroom	PNI (Positive/Negative/Interesting or Improvement)
Chapter 3/Article II	Classroom Talk	PNI
Chapter 3/Article III	Presentations and Drama	PNI
Chapter 3/Article IV	Listening in the Classroom	PNI
Chapter 4/Article I	Early Writing	Feature Analysis
Chapter 4/Article II	Teaching the Writing Process	Feature Analysis
Chapter 4/Article III	Teaching Writing Conventions	Feature Analysis
Chapter 4/Article IV	Computers and Writing	Feature Analysis
Chapter 5/Article I	Understanding Reading	GRASP

Chapter 5/Article II	Strategies for Teaching Comprehension, Vocabulary, and Reading Fluency	GRASP
Chapter 5/Article III	Strategies for Teaching Phonemic Awareness and Phonics	GRASP
Chapter 5/Article IV	Reading and Literature	GRASP
Chapter 5/Article V	Independent Reading	GRASP
Chapter 6/Article I	Visual Representation	Chapter Survey/Chapter Map
Chapter 6/Article II	Picture Books and Visual Literacy	Chapter Survey/Chapter Map
Chapter 6/Article III	Technology	Chapter Survey/Chapter Map
Chapter 6/Article IV	Media	Chapter Survey/Chapter Map
Chapter 7/Article I	The Nature of Assessment and Evaluation	Think Alouds
Chapter 7/Article II	Using Authentic Literacy Assessment	Think Alouds
Chapter 7/Article III	Standards and Testing	Think Alouds
Chapter 8/Article I	Continuing Professional Development	RAFT
Chapter 8/Article II	Professional Collaboration and Communication	RAFT
Chapter 8/Article III	Trends in Language Arts	RAFT

This manual also provides the Professor with a quick guide to each article through to the Chapter Outline, Field Activities, and Personal Reflections. At a glance the Professor will be able to determine what areas need to be (re)visited during the lecture and what topics are critical in order to prepare the students for their field activities and personal reflections.

Assessment Support

This manual also provides assessment support for the Professor. Each article has at least ten questions that were created to assist the Professor in evaluating student's comprehension of the topic(s). The assessments are also available on a disk in order to make the creation of a mid-term or final exam easy through the 'cut and paste' mode.

The disk format also allows each professor to change questions, add questions, and format other areas of the assessment.

An answer key, with matching page numbers, is also provided in order to assist the Professor in showing his/her students where the answer was located and providing additional support through lecture and/or one-on-one conferencing.