

Syllabus for PALS - 2018-2019

Instructor: Mrs. Moore and Mrs. Vereyken

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Expectations will be as follows:

Part I- Report to your assigned classroom teacher

- Please enter quietly into your classroom. Complete all tasks that you are assigned. Be mindful & respectful of the rules of the classroom you are in. No gum/candy/drinks/cell phones are allowed in your assigned teacher's classroom. Be on time. Tardies will count for this class as it does for all of the other courses you are enrolled in. *Your assigned classroom teacher will evaluate your performance on a monthly basis. Mrs. Moore and Mrs. Vereyken will monitor student progress.*

Part II- Class Work

- High school pals help teachers with various classroom activities. These include designing and decorating bulletin boards, reading to students, assisting with various subject areas, helping to supervise students, assisting with playground supervision, running copies, running errands in and around the school building, assisting with classroom webpages, etc.
- You will be required to write one essay due the last Friday of each month. This essay should be turned into your supervising classroom teacher. This essay should include things that you have learned by being a Pal, things that are working well, things that you are struggling with, duties that you've completed, etc. This essay should be at least 1 page long and should be a reflection of the things that you have participated in over the past month.
- When there seems to be "nothing to do" you are expected to find something to do that will benefit the teacher and/or students. EX: work with small groups, help struggling students, sharpen pencils, clean/organize an area that needs attention, etc.
- At the end of each month, you are expected to evaluate yourself using this Google form: <https://goo.gl/forms/b4usORTIYvhmZcRf1>

Part III- Daily Attendance

- Daily attendance is necessary in order to be successful in this course. Due to the nature of this course, class assignments/time cannot be made up if you are not in attendance.

Part IV- Characteristics of a Classroom Pal

- Do not show favoritism. Do not gossip. Use inside voices. Be open. Know students' limits. Be friendly and compassionate. Compromise when needed and put others' needs first. Be mature and submit to authority (do not be argumentative). Be responsible for your actions and be honest. Be a good listener and have a positive attitude. Be willing to work, have good manners, see everyone as an individual, and have an appropriate sense of humor. Use appropriate language, respect differences, and treat others as you'd like to be treated.

Part V- Questions and Concerns to Discuss with your Teacher prior to working with students:

- Understanding the basic child development for the age group that you are working with. What concepts are the students able to understand, what is normal behavior for children that age, how long is their attention spans, etc?
- Behavior- the importance of your behavior in and out of school and the impact it has on the students you work with. You are a role-model.
- Using appropriate language with younger aged students.
- How to handle discipline issues? What is the teacher's discipline plan?
- Confidentiality- when to keep it and when not to.
- Constructive Criticism: how to give and receive it.
- Emergency procedures

- Positive reinforcement tactics used by your teacher
- What are the teacher's expectations for you when you are working with a group of students?
- Ways to help students find the answers to problems without actually telling them the answers.
- What topics are appropriate and inappropriate to discuss with students.
- Who to contact if you feel the student has shared personal information with you that needs to be shared with an adult.

Part VI- Mid-Term & Final Project

- Mid-Term- you will create and execute an activity or game with your class that incorporates the "Hero Builder" program focusing on the character traits covered throughout the first semester. You will also need to write an essay reflecting on the activity and on ways to improve the activity for next time. The activity will be graded with a rubric by the teacher and by either Mrs. Moore or Mrs. Vereyken. Your mid-term grade will be an average of the two grades. Please use a classroom iPad to record your activity. Activity shouldn't be more than 15 minutes long.
- You will use your reflection essay from the mid-term to "revamp" your "Hero Builder" activity or game. You can create a new game or update the existing game from the mid-term to execute the activity with your class. This game should include "Hero Builder" character traits from both the first and second semesters. You will need to write another essay reflecting on the activity and on ways to improve the activity for next time. The activity will be graded with a rubric by the teacher and by either Mrs. Moore or Mrs. Vereyken. Your final project grade will be an average of the two grades. Please use a classroom iPad to record your activity. Activity shouldn't be more than 15 minutes long. Your final project will be collected and turned into Mrs. Moore and Mrs. Vereyken. Please keep the directions and all materials needed together. This should be turned in via a bag, box, etc.

CLASSROOM RULES:

- Late assignments/projects will have a deduction of: 10 points off per day late for the 1st 3 days- after that timeframe, the grade becomes a zero.
- CGS code of Conduct/Rules/Regulations will be followed at all times.
- Cell phones are NOT permitted in class. If you choose not to follow this rule and are caught with your cell phone out- 1st offense: phone is taken the rest of the class. 2nd offense: phone is taken for the rest of the day. 3rd offense: sent to the office and a parent must come pick it up.

Grading Scale: 100-93 = A 92-85 = B 84-77 = C 76-70 = D 69 & below = F

**Please verify below that you have read and agree with the rules and regulations and the information above. If you have any questions or concerns, please contact me at any time.*

Student Name

Student Signature

Date

Parent Name

Parent/Guardian Signature

Date

Parent Contact Information: (Cell #) _____ Email: _____

Teacher Cadet/Pal Essay Rubric

NC Writing Assessment Rubric				
CONTENT	1	2	3	4
Focus	Topic or subject is confusing or completely lacking; there is no focus.	Topic or subject is vague or paper loses focus to a serious degree.	Topic is generally clear but may occasionally lose its focus.	Topic or subject is clear and entire composition is focused.
Organization	No obvious organization or clear connections. No progression of ideas.	There is some attempt to keep composition organized, but ideas are not clearly related to one another and do not move logically from one to the next.	Organization is sufficiently effective for the reader to determine how it was intended that the composition be structured. Ideas move logically from one to the next, but there may be minor lapses in organization.	Composition is well-organized, and ideas are clearly connected. Organization moves reader from the beginning to the end of the composition without digression.
Support and elaboration	No examples evident or the examples and details are confusing or not relevant.	Supporting details may be relevant but are not specific or well developed. They may appear as a list.	Supporting examples and details are generally relevant, specific and well developed but may have minor weaknesses.	Examples and details support the ideas and are relevant, specific, and well developed.
Style	Vocabulary is limited. Sentences are choppy, incomplete, or rambling.	Vocabulary and sentence structures are limited. Vocabulary may not be appropriate for the composition.	Vocabulary is reasonably clear; sentence structures are somewhat varied.	Composition uses precise vocabulary and varied sentence structures.
CONVENTIONS	0	1	2	
	Many errors; demonstrates little knowledge of standard written English	Some errors; language is not consistent or strays from standard written English		Very few errors; consistently uses standard written English

Student Name: _____

Date: _____

Total Points: _____/18

Pal Record Form 2018-2019

PAL and Teacher will fill this form out each month separately. The purpose of this survey is to let the PAL know what is expected of them on a monthly basis as well as to keep a record of PAL activity and to aid in quarterly grades.

* Required

1. Name: *

2. Date *

Example: December 15, 2012

3. What percent of effort did you give the teacher and class this month? *

Mark only one oval.

- ☐ 100%
- ☐ 90% - 80%
- ☐ 80% - 70%
- ☐ 70% or lower

4. Did you complete all requests in a timely and neat manner? *

Mark only one oval.

- ☐ yes
- ☐ no

5. When the teacher did not have a specific task for you to complete did you look for tasks to complete on your own? Ex: Dusting, organizing, cleaning up, working with students, etc. *

Mark only one oval.

- ☐ yes
- ☐ no

6. Did you write a one page essay about your pal experience and have you turned it into your teacher? *

Mark only one oval.

- ☐ Yes
- ☐ No

7. When did you turn your one page essay in?

Example: December 15, 2012

8. Give a short summary of information you included in your essay. *

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The Hero Builder Game/Activity Rubric

CGS Pal 2018-2019

Name: _____

Assigned Teacher: _____

Use this rubric as a guide when creating your game/activity. We will use this rubric when grading your game/activity.

Category	4	3	2	1	0
Creativity	It is evident that you used creativity to create the game/activity. Evidence includes an interesting presentation and new rules added to traditional games	It is evident that you used creativity to create the game/activity. Evidence includes an interesting presentation and some new rules added to traditional game.	It is evident that you used to <i>some</i> creativity to create the game/activity. Evidence includes a somewhat interesting presentation and no new rules are created.	It is evident that you used <i>little</i> creativity to create the game/activity. Evidence includes a neat presentation. No new rules are created.	It is evident that you did not use creativity to create the game/activity. Presentation is boring and no new rules were created.
Collaborative, Cooperative Effort	It is evident that <i>excellent</i> effort was put into creating the game/activity. Evidence includes a neat presentation, complete detailed information, and fulfillment of <i>all</i> requirements.	It is evident that <i>good</i> effort was put into creating the game/activity. Evidence includes a neat presentation, complete information, and fulfillment of <i>most</i> requirements.	It is evident that <i>some</i> effort was put into creating the game/activity. Evidence includes a neat presentation, most information, and fulfillment of <i>some</i> requirements.	It is evident that <i>little</i> effort was put into creating the game/activity. Evidence includes a neat presentation, and fulfillment of <i>some</i> requirements.	It is evident that <i>no</i> effort was put into creating the game/activity. No evidence is included.
Accuracy	Answer key is accurate and complete. All rules are outlined clearly and all necessary game/activity pieces are included.	Answer key is accurate and complete. All rules are outlined clearly and most necessary game/activity pieces are included.	Answer key is mostly accurate and complete. Most rules are outlined clearly and most necessary game/activity pieces are included.	Answer key is somewhat accurate, and may be incomplete. Some rules are outlined clearly and few game/activity pieces are included.	Answer key is inaccurate and incomplete. No rules are outlined and no game/activity pieces are included.

Total Project Score: _____/12

