

# **EDUC 242: Handbook for ECSP Majors**

**Spring, 2011**



# EDUC 242 – Pre-Student Teaching I

## *A letter to all students*

Dear Future Teacher,

You are now enrolled in several blocked courses within the Department of Professional Studies in Education, the Department of Special Education and Clinical Services, and other departments that prepare you for your first field experience. These courses are referred to as the Early Childhood Special Education Professional Sequence I (PSI). The instructors with whom you work hope to make this an enjoyable semester, but also they hope to begin to shape you into the excellent teacher you can become. In doing so, they will care about more than only the grade you get on a test, the paper you submit, or the lesson plan you write. In addition to these important matters, they will be concerned about the development of certain skills we know to be necessary for good teaching.

All excellent teachers need to demonstrate a certain mastery of skills and knowledge base, but also they need to demonstrate that they can take initiative and display a visible enthusiasm in both their work with children and the content of the courses in which they are enrolled. Also necessary is a willingness to accept that we all can improve in whatever we do. There is so much to learn; remember that learning is a lifelong process. Even as experienced teachers, there is always more to learn.

This semester, teaching suggestions will be offered to each teacher candidate. These observations and suggestions are designed to provide insight into beginning teaching skills. The faculty hopes that these suggestions will be incorporated into your coursework, as well as your work with children.

We are looking for students with a positive attitude and creativity. It is vital to be well-organized and prepared. Many students may not initially have these qualities, however, the Professional Sequence I courses are designed to demonstrate ways that these skills can be developed and enhanced. Each teacher candidate will grow *professionally as a teacher* during this semester. Teachers' actions and language are a vital component to success in the classroom. Today is the beginning of that awareness. Begin to talk and to act like a teacher.

This semester is the beginning of a very important journey. In our efforts to guide each student, all of your instructors will be working collaboratively to assist you. Unfortunately, not everyone can be an excellent teacher or is destined to become a teacher. This semester will help each teacher candidate decide if teaching is the right career. An excellent teacher is more than someone who says, "I always wanted to be a teacher." This semester is an opportunity to begin a lifelong dream.

During this semester, ask questions, observe teacher behaviors, identify as many techniques and strategies as possible, and get to know children. Note that your professors and cooperating teachers will be looking for those who will become excellent teachers over the next few years. We may find that as the semester unfolds, an experienced teacher may recognize aspects of your teaching that could impede your progress in becoming an excellent teacher. We hope you will see this as a learning experience and you will use the feedback in a helpful and formative way. All of the Professional Sequence I professors will be meeting periodically to discuss each teacher candidate's qualifications and progress. This first field experience is the foundation upon which Professional Sequence II and student teaching will be built. It is hoped that each teacher candidate will view this opportunity as the beginning of the professional growth as a teacher.

During this experience, strangers will become friends and friends will become colleagues. This all-important journey to become an excellent teacher begins with Professional Sequence I. This is just the beginning; may you enjoy the journey. Welcome to the world of teaching!

Sincerely,

Jan Baker, Ph.D. , Associate Professor  
Coordinator, Professional Sequence I  
Professional Studies in Education  
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# **EDUC 242**

## **Pre-Student Teaching I**

### **DESCRIPTION**

The Early Childhood Special Education program at IUP, in conjunction with area school districts and agencies, has developed a set of field experiences to involve students in actual interaction with elementary children combined with observation of the classroom-teaching environment. This program has been implemented in response to research that emphasizes the pre-service teacher's need for early exposure to a range of classroom settings as well as requests from both college students and classroom teachers for more student involvement in actual classroom situations.

Since students may have had limited opportunities to receive university instruction in the basic skill of teaching through professional education courses, they will NOT become involved in formal lesson plan writing in this experience. The objective of this initial field experience is to:

- have the opportunity to support and work with individuals or groups of children in an existing classroom program,
- conduct several reflective exercises based on the classroom and to do ongoing classroom observation,
- become more aware of the each classroom environment,
- be exposed to diversity in terms of race, ethnicity, culture, ability, and socio-economic background,
- observe ways the school acknowledges and respects exceptionalities in the regular classroom, and to arrive at important career decisions.

Following two weeks of on-campus preparation, students participating in this school-based program will be scheduled to work in four different classroom settings: urban, special education, elementary, and early childhood. At mid-point during the semester, we will come together on campus for a Reflective Seminar. During the final weeks we will be again on campus involved in Reflection Activities and a Wrap-Up Session. During each classroom visit IUP students may work with one child or a small group of children, but this field program is primarily observational. Opportunities to work on a variety of activities include: buddy reading, reading aloud, practicing skills with individual students, creating and playing a reinforcement game, or assisting the teacher in a

particular classroom activity. Each student will have opportunities to interact in the classroom in a variety of ways. Every field placement experience is unique; view this as an opportunity to learn.

## **REQUIREMENTS**

### **1. Professional Dispositions.**

As each teacher candidate works in the school setting, formal observation and assistance will be provided. This portion of the EDUC 242 grade is termed “professional dispositions.” Instructors will be looking for the quality of interactions with all members of the school community. Students will be rated as satisfactory or as in need of improvement in each of 6 areas:

1. Practices professional behavior
2. Is conscientious about attendance and punctuality
3. Communicates effectively in writing
4. Communicates effectively orally
5. Appropriately and respectfully participates in collaborative discussions
6. Displays potential for assertiveness and strong classroom presence

**PLEASE NOTE: EACH UNEXCUSED ABSENCE; POINTS WILL BE DEDUCTED YOU'RE YOUR OVERALL GRADE.**

**Attendance for the entire scheduled visit is MANDATORY. Failure to comply will result in removal from the field placement.**

Your work in the classrooms and your reflective journals will be measured using the *Danielson Model of Professional Practice*. This framework identifies four domains of excellent teaching: planning and preparation, classroom environment, instruction, and professional responsibilities. It is expected that each teacher candidate will demonstrate growth in each of the domains.

**Attendance.** Students must be prepared, positive, and supportive when working with children. **Attendance is required.** For some school visits, we will be leaving as early as 7:30 in the morning. *In the event of an emergency*, it is crucial that you call the instructor early that morning.

**Dr. Baker            724-388-3439**

**Dr. Tidwell        724-910-0066**

All teacher candidates must be punctual for all EDUC 242 meetings. **There are no exceptions! PLEASE NOTE THAT FOR EACH UNEXCUSED ABSENCE, POINTS WILL BE DEDUCTED FROM YOUR OVERALL GRADE.** (What is the scoring for this?)

**Teacher Contact.** This course provides an opportunity to work with children and to see the “real world of teaching” through observation and participation in classroom activities. There will be a combination of observation and participation during this field placement; both forms of contact provide excellent opportunities for learning. **Keep in mind that we are guests in the classroom.** It is not our place to make decisions affecting the routine of the children and the plans the teacher has for his/her classroom. We are there to support the teacher and interact with children appropriately. We must be professional at all times. The teacher will take the lead in assigning responsibilities; do not be afraid to express interest in doing more. Show initiative!

## **2. Reflective Journal entries**

You will spend two days over a two week span in each of the four school settings. Following the completion of your two observations at each site, you will reflect upon your observations and experiences. A rubric for these journal entries can be found in this handbook. The entries should be word processed and approximately two pages double-spaced. The reflections will be uploaded into the appropriate assignment area in Moodle by noon on the Monday following each placement.

## **3. Report**

The final report must be word processed in 12 pt. Times or Ariel font. You will follow APA guidelines. The report should integrate the observations and address the following items:

1. rubric provided in the 242 handbook
2. connections between what you are reading in the text, what you are learning in your coursework about best practices in education and what you are observing in the classrooms
3. discussion of how what you are observing is similar to or different from what you experienced in school

4. ideas you observed that you will incorporate into your future teaching practice

The report will be turned in through the Assignment feature in Moodle. It should be submitted as a word document.

**The “Late Policy.”** Each assignment is due on a specified date. Read your calendar carefully and mark the dates.

It is **YOUR** responsibility to have assignments submitted on time. Therefore, submitting assignments late will result in a loss of points and will affect the overall course grade.

### **GRADING SCALE**

This course is a college-wide course, therefore, the grading scale follows the IUP format:

92 -- 100%	A
84 -- 91	B
76 – 83	C
70 – 75	D

## **Domain 1: Planning and Preparation**

### **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

### **Component 1b: Demonstrating Knowledge of Students**

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

### **Component 1c: Setting Instructional Outcomes**

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

### **Component 1d: Demonstrating Knowledge of Resources**

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

### **Component 1e: Designing Coherent Instruction**

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### **Component 1f: Designing Student Assessment**

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use of planning

## **Domain 2: The Classroom Environment**

### **Component 2a: Creating an Environment of Respect and Rapport**

- Teacher interaction with students
- Student interaction

### **Component 2b: Establishing a Culture for Learning**

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

### **Component 2c: Managing Classroom Procedures**

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

- Supervision of volunteers and paraprofessionals

### **Component 2d: Managing Student Behavior**

- Expectations
- Monitoring student behavior
- Response to student misbehavior

### **Component 2e: Organizing Physical Space**

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## **Domain 3: Instruction**

### **Component 3a: Communicating with Students**

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

### **Component 3b: Using Questioning and Discussion Techniques**

- Quality of questions
- Discussion techniques
- Student participation

### **Component 3c: Engaging Students in Learning**

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### **Component 3d: Using Assessment in Instruction**

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### **Component 3e: Demonstrating Flexibility and Responsiveness**

- Lesson adjustment
- Response to students
- Persistence

## **Domain 4: Professional Responsibilities**

### **Component 4a: Reflecting on Teaching**

- Accuracy
- Use in future teaching

### **Component 4b: Maintaining Accurate Records**

- Student completion of assignments
- Student progress in learning
- Non-instructional records

**Component 4c: Communicating with Families**

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

**Component 4d: Participating in a Professional Community**

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

**Component 4e: Growing and Developing Professionally**

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

**Component 4f: Showing Professionalism**

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Indiana University of Pennsylvania  
 Early Childhood Pre-K through 4 / Special Education Pre-K through 8  
 EDUC 242 Classroom Observation Tool

OBSERVER: \_\_\_\_\_ DATES: \_\_\_\_\_ GRADE: \_\_\_\_\_

*Please use this tool to make notes as you observe. Later, use your comments to formulate your written reflection.*

**PLANNING AND PREPARATION**

<b>Technique</b>	<b>Frequently Observed</b>	<b>Sometimes Observed</b>	<b>Never Observed</b>	<b>Comments/Examples</b>
Established clear and valuable learning goals				
Linked new information to prior learning experiences				
Knew content and made connections for students				
Knew students interests and learning needs				
Utilized multiple resources during lessons				
Designed lessons with a clear structure and reasonable time allocations				
Used informal and formal assessment techniques				

**Other notes and/or questions about Planning and Preparation:**

**CLASSROOM ENVIRONMENT**

<b>Technique</b>	<b>Frequently Observed</b>	<b>Sometimes Observed</b>	<b>Never Observed</b>	<b>Comments/Examples</b>
Teacher shows care and respect for students				
Students show care and respect for teacher and each other				
Clear expectations for learning and success are evident				
Transitions are smooth				
Materials are handled efficiently				
Rules are posted in the classroom				
Procedures are established and followed				
Teacher's response to misbehavior is effective and sensitive				
Physical arrangement is safe and allows teacher and students to move freely around room				
It is OK for students to make mistakes				
Teacher monitors students at all times				

**Other notes and/or questions about Classroom Environment:**

**INSTRUCTION**

<b>Technique</b>	<b>Frequently Observed</b>	<b>Sometimes Observed</b>	<b>Never Observed</b>	<b>Comments/Examples</b>
Teacher speaks and writes clearly and accurately				
Teacher's directions are clear to students				
Teacher asks a variety of questions				
Teacher and students engage in discussion				
Students are engaged in learning				
Students are grouped for different learning activities				
Resources are used to enhance instruction				
Lesson pacing is appropriate for all learners				
Feedback is timely and appropriate				
Lesson is adjusted based on students' needs				
Adaptations and modifications are made for students who need them				

**Other notes and/or questions about Instruction:**

**PROFESSIONAL RESPONSIBILITIES**

Technique	Frequently Observed	Sometimes Observed	Never Observed	Comments/Examples
Evidence is shown that attempts are made to meet students' individual needs				
Professional and respectful behaviors were observed throughout the building				
Several professionals were involved in the education of the students				
It appears that all students have a fair opportunity to succeed				
Communication with families is evident				

**Other notes and/or questions about Professional Responsibilities:**

Indiana University of Pennsylvania  
Early Childhood Pre-K through 6 / Special Education Pre-K through 8  
EDUC 242 Observation Reflection

OBSERVER: \_\_\_\_\_ DATES: \_\_\_\_\_ GRADE: \_\_\_\_\_

*Please use your Classroom Observation Tool and reflect on your observation experiences...*

1. **Planning and Preparation:** Based on your observation, how did the teacher plan and prepare for his/her lessons? (Lesson Goals, Knowledge of Content and Students, Instructional Materials and Resources, Lesson Structure, Student Assessment)
  
2. **The Classroom Environment:** What classroom management techniques were evident in the classroom? (Respect and Rapport, Learning Culture, Classroom Procedures, Student Behavior, Organizing Physical Space)
  
3. **Instruction:** How did the teacher engage the students in content learning? (Communication Skills, Questions and Discussions, Student Engagement, Feedback, Flexibility)
  
4. **Professional Responsibilities:** What professional behaviors and interactions were observed during the classroom visits? (Meet Individual Student Needs, Communication with Families, Fair Opportunities to Succeed)
  
5. **Questions:** What questions (give at least two) about teaching do you have based on your observation?
  
6. **Comments:** What general comments do you have based on your classroom observation?

Indiana University of Pennsylvania  
 Early Childhood Pre-K through 6 / Special Education Pre-K through 8  
 EDUC 242 Classroom Observation Reflection Rubric

<b>ELEMENT</b>	<b>STANDARDS INTASC; NAEYC; CEC</b>	<b>3 TARGET</b>	<b>2 ACCEPTABLE</b>	<b>1 UNACCEPTABLE</b>
<b>Planning and Preparation</b>	INTASC #s 1, 2, 7 8 NAEYC #s 1, 3, 4b, 4c, 4d CEC #s 1, 2, 7, 8	Demonstrates thorough understanding of the planning and preparation; provides several clear and detailed examples	Demonstrates knowledge of the planning and preparation process; provides a few examples.	Demonstrates lack of knowledge of the planning and preparation process; includes a couple of observations but no detailed examples
<b>Classroom Environment</b>	INTASC #5 NAEYC #1 CEC #5	Describes classroom environment in detail and includes many of the essential classroom management components; provides clear and detailed examples	Describes classroom environment and includes some essential classroom management techniques; provides a few examples	Does not describe classroom environment or classroom management techniques; no clear examples are given
<b>Instruction</b>	INTASC #s 3, 4 NAEYC #s 1, 4b CEC #s 2, 4	Provides clear and detailed examples of instructional strategies utilized in the classroom and excellent rationale for why teachers may be using these strategies	Provides a few examples of instructional strategies utilized in the classroom and a rationale for why these strategies may be used	Provides no instructional strategies nor is the rationale clear for why the teacher may use these strategies
<b>Professional Responsibilities</b>	INTASC #s 6, 9, 10 NAEYC #s 2, 4a, 5 CEC #s 6, 9, 10	Conveys evidence that professional responsibilities are evident in the classroom; specific and detailed examples are provided	Conveys evidence that professional responsibilities are evident in the classroom; a few examples are provided	Conveys no evidence of professional responsibilities; no clear examples are given

<b>Depth of Reflection</b>	Reflective throughout all INTASC, NAEYC, and CEC Standards	Demonstrates a conscious and thorough understanding of the reflection prompts; viewpoints and interpretations are insightful and well-supported; clear, detailed examples are provided	Demonstrates understanding of the reflection prompts; includes a few examples to support statements	Demonstrates lack of full understanding of reflection prompts; includes statements of observations but no examples
<b>Evidence of Critical Thinking</b>	Reflective throughout all INTASC, NAEYC, and CEC Standards	Conveys extensive evidence of applying and synthesizing what has been observed; includes several insightful comments and/or questions	Conveys application or synthesis of one or more observed techniques; includes a few insightful comments and/or questions	Coveys no application or synthesis of what has been observed; includes one or no insightful comments or questions
<b>Structure</b>	INTASC #6 NAEYC #4a CEC #6	Writing is clear, concise, and well organized; thoughts are expressed in a coherent and logical manner; includes excellent sentence and paragraph construction	Writing is somewhat clear, concise, and organized; thoughts are expressed in a coherent or logical manner; some sentences and paragraphs are well-constructed	Writing is unclear, too wordy, and/or not well organized; thoughts are not presented in a coherent or logical manner; sentences and paragraphs are not well constructed
<b>Professional Presentation</b>	INTASC #6 NAEYC #4a CEC #6	Includes one or no mechanical and/or grammatical errors; has professional appearance; is submitted on time	Includes two to five mechanical and/or grammatical errors; has a somewhat professional appearance; is submitted one day after due date	Includes more than five mechanical and/or grammatical errors; does not have a professional appearance; is more than one day late

## PROFESSIONAL DISPOSITIONS RUBRIC

Student Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_  
Placement \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
Date \_\_\_\_\_

S-satisfactory performance  
N-need for improvement (deficiency)

\_\_\_\_\_ Student practices professional behavior. (Student demonstrates positive expectation of self and students; is enthusiastic about own learning; demonstrates appropriate behavior in classroom; accepts constructive criticism and modifies behavior accordingly.)  
COMMENTS:

\_\_\_\_\_ Student is conscientious about attendance and punctuality. (Student is on time, attendance is exemplary, notifies cooperating teacher and university supervisor prior to absence.)  
COMMENTS:

\_\_\_\_\_ Student communicates effectively in writing. (Student written work demonstrates ability to write thematically in a grammatically correct fashion.)  
COMMENTS:

\_\_\_\_\_ Student communicates effectively orally. (Student uses appropriate volume, rate, tone and pitch and demonstrates discussion and presentation skills that are cogent and grammatically correct.)  
COMMENTS:

\_\_\_\_\_ Student appropriately and respectfully participates in collaborative discussions. (Student is open to discussion and exchange of ideas, research and conflicting views.)  
COMMENTS:

\_\_\_\_\_ Student displays potential for assertiveness and strong classroom presence. (Student is not timid and is able to present in front of peers and students.)  
COMMENTS:

The professional rubric will be consistently reviewed with your university supervisor and cooperating teacher. A Corrective Action Plan (CAP) will be developed on an as needed basis to remediate deficiencies.