

## Handout #2

Dr. Angela Stewart  
Spring Hill College

Field Experience Example

## Spring Hill College Field Experience Assignments

EL=Elementary; SE=Secondary

- *Candidates observe and assist in EDU 131. Candidates observe, assist, and teach in all other field experiences.*

### **Fall Year 1**

#### **EDU 131. Human Development (EL; SE)**

**Course Addresses the following Standards:**

*Elementary Education 5.1*

##### **· Commentary**

Write a commentary on your laboratory placement. You may have to ask your cooperating teacher some of these questions. This commentary should include:

#### **About the School Where You Are Teaching**

1. In what type of school are you placed? Elementary school: Middle school: Other (please describe):
2. Where is the school where you are teaching located? City: Suburb: Town: Rural:
3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, how students differ in how they learn, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this classroom.
4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

#### **About the Students in the Class**

1. Grade level(s)
2. Number of students in the class: males and females
3. How many cultures/races/ethnic groups are represented in this class?
4. How many languages are spoken and how do students differ in how they are learning?

#### **Journal**

You should also keep a daily journal (typed) of what is happening in the classroom. Draw a picture of the classroom layout. Why is the classroom arranged in that way? Take note of how the teacher deals with and encourages social and emotional development in the students. You

will also write about the topics covered during the day and the methods the teacher uses to teach those topics: lecture, small group, whole class, technology, etc.

**·Case Study. 3 students—compare differences in physical development**

You are to observe a student in the age range of interest to you, a minimum of three times during the lab. Each observation should last at least 45 minutes. The case study should include a brief physical description of the person observed, and then focus on describing the physical, social, moral, and emotional development of the person using the concepts and terms learned in this course.

Refer to the textbook as you compare the development of your chosen student to the norm for that stage of development. If you are placed in an early childhood classroom (K): pages 171-179 of text. (ages 2-6). If you are placed in a middle childhood classroom (grades 1-5): pages 234-242, pages 268-291 (ages 6-11). If you are placed in an adolescent classroom (grades 6-12): pages 296-315, pages 328-350 (ages 11-18).

The final product of the case study should be approximately five to six pages.

**Spring Year 1**

**EDU 150. Oral and Written Language (EL)**

***Course Addresses the following Standards:***

*Elementary Education 3.5, 5.1*

**EDU 150 Lab Assignment**

**Read Aloud**

Choose a picture book to read to your class. Read the book and choose questions you will ask students to help develop comprehension skills. Decide how you will call on students to answer your questions and make sure you are reaching out to students with varying levels of ability and diversity.

Book Read: \_\_\_\_\_ Date of Read Aloud \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Questions you asked during the read aloud:

**Reflection on the read aloud**

What could you have done better, or did you notice anything interesting, how do you think you did? How did you reach those reluctant readers during the questioning section? How did you provide assistance when needed?

**Observe a whole group reading lesson. (No more than 15 minutes) Record (with your teacher's permission) and write the script of what teacher says during the whole group reading lesson.**

Attach this to this paper.

**Interview a student.**

Ask the student what their favorite subject is and why. Ask them what their hobbies are and who they like to play with. Add other questions that you would like to ask a student. Write your questions below and the student's answer.

**Student Intervention**

Ask the teacher to help one student with an assignment. Please choose a student who is in need of support.

Write how you assisted in the child's learning.

## ***Fall Year 2***

### **EDU 270. Art for Children (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.5, 5.1*

*Visual Arts: 2.3, 2.4, 2.5*

Candidates create an art file.

Art File assignment: Candidate must collect a file of art ideas to utilize in the classroom. Each entry should include: 1) name of activity; 2) suggested grade level objectives; 3) description of the activity; 4) materials; 5) safety issues; 6) motivation or discussion; 7) procedures; 8) related ideas and activities (no crafts or color sheets); 9) evaluation information; 10) sample (copy of project from your source). Candidate file should include 10 entries and should be typed and organized in a notebook with instructor files.

Candidates will use the art file to complete the laboratory assignment. You must complete a typed self-evaluation/reflection of the activities you teach during your laboratory experience, and a description of your four activities following an art file format: 1) a paper activity, 2) a crayon activity, 3) a drawing activity, 4) your choice of activity. These lessons should be developed using the Alabama State Standards for Visual Arts, emphasizing artistic creation from student conceptualization of the intended image to the finished piece of art. The content of these lessons can include but are not limited to the following art concepts: exploration, creativity, expression, art vocabulary, safety, use of a variety of art materials, sharing, displaying a collection of artifacts, art history and art museums. Candidates are creating opportunities for art instruction for varying levels of students while offering inclusive, and diverse types of activities. Candidates must write a short reflection evaluating their creation and the implementation of the lessons. The purpose of this is to incorporate knowledge gained into self-evaluation and professional growth.

### **EDU 280. Literature and Creative Drama for Children (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.5, 5.1*

Employ read-aloud techniques with assigned class for lab experiences. 1. Meet with your assigned teacher and decide on 1 appropriate book to do a traditional read-aloud with the class. Ideally, the book should relate to and enhance a current lesson being taught during the lab experience time period or recently taught. Candidates consider diversity and plan for an

inclusive environment which recognizes varying levels of students. 2. Create a lesson plan for the traditional read-aloud, and provide your completed lesson plan to your teacher at least 2 days prior to teaching. 3. Do the traditional read-aloud with assigned class. (You may also do your digital read-aloud with your class with teacher approval, but this is not required.) 4. Write a reflection of the traditional read-aloud experience. Incorporate knowledge gained into your self-evaluation including your professional growth. Submit the reflection and lesson plan for the read-aloud.

## ***Spring Year 2***

### **EDU 260. Principles of Educational Psychology (EL; SE)**

#### ***Course Addresses the following Standards:***

*Elementary Education 1, 3.1, 3.2, 5.1*

#### **Laboratory Experience Assignment:**

Your **first assignment** is to maintain a **journal of observations** during the laboratory field experience.

Begin the journal by writing a commentary on your laboratory placement. You may have to ask your cooperating teacher some of these questions. This commentary should include:

##### About the School Where You Are Teaching

1. In what type of school are you placed? Elementary school: Middle school: Other (please describe):
2. Where is the school where you are teaching located? City: Suburb: Town: Rural:
3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, how students differ in how they learn, classroom aide, bilingual, resource teacher assisting in the classroom, and any other factor that will affect your teaching in this classroom.
4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

##### About the Students in the Class

1. Grade level(s)
2. Number of students in the class: males and females
3. How many cultures/races/ethnic groups are represented in this class?
4. How many languages are spoken?
5. How many students have IEPs?
6. How many students are struggling readers how do students differ in how they are learning

Next in your journal, you will select **four tasks** from the following list. Record observations relative to each task selected including dates and times.

The journal should include the chapter number, the task, at least **three (3)** specific examples relative to each task including the date, time, and a description of what is happening in the classroom at the time the example is observed.

*Select four tasks, each from different chapters. You MUST choose one of the tasks from chapter 7 and 12.*

## Chapter 5

- Identify students who have special needs that are obvious from their physical appearance or classroom behavior (physical disabilities, speech and communication disorders, etc.) Describe how disabilities may relate to art education.
- Identify students who possibly have less obvious special needs (e.g., learning disabilities, giftedness, etc.) and describe how these students' behaviors are indicative of exceptionality.
- Describe how the teacher is helping special needs students.

## Chapter 9

- Explain how the teacher reinforces desired behavior and discourages undesired behavior.

## Chapter 10

- Identify examples of social cognitive modeling in class (teacher-student, student-student).

## Chapter 7

- Give examples of the learning strategies taught in the classroom. Discuss how these strategies relate to your teaching field or the subject taught.
- Give examples of learning strategies students use in the classroom. (You may ask students themselves.) Discuss how these strategies relate to your teaching field or the subject taught.

## Chapter 12

- Identify how teacher uses technology for instruction (beyond presentation software), assessment, and class management.

## Chapter 13

- Give examples of the ways this teacher maintains good working relationships with students. Ask your cooperating teacher how he/she gains knowledge about students' interests and aptitudes.

The **second assignment** for your laboratory experience is to teach a **short lesson of 10-15 minutes, using instructional techniques appropriate to Piaget's developmental stages and the grade in which you are placed.** Your cooperating teacher will fill out an evaluation of your teaching. You will complete a short reflection on the creation and implementation of your lesson. The purpose of this is to incorporate knowledge gained into self-evaluation and professional growth. Identify how you and your cooperating teacher use psychological principles of learning in your instruction as related to your content area.

## EDU 271. Music for Children (EL)

***Course Addresses the following Standards:***

*Elementary Education 2.5, 5.1*

Candidates are creating opportunities for music instruction for varying levels of students while offering inclusive, and diverse types of activities. Teach three (3) lessons appropriate for your grade level. Turn in typed lesson plans to your cooperating teacher and college professor. Utilize the music file format. Include a self-evaluation/reflection. 2. Observe and assist your teacher in all areas. Music file format: You should collect a file (10) of music activities to utilize with elementary/early childhood students. Each file entry should include: 1) name of activity, 2) description of activity, 3) objective(s), 4) materials, 5) procedure, 6) evaluation, follow-up/review, and 7) related activities.

**5-day prior to admission to education (EL; SE)**

During this five-day experience, students are expected to teach as well as observe and assist under the direction of a cooperating teacher. Create a developmentally appropriate lesson that addresses all learners and provides support for struggling students and supporting diversity of your students. Include the lesson plan in your submitted paperwork. You will write a short reflection regarding the creation and implementation of your lesson.

You will also write a teaching philosophy based on your knowledge of the families of learning theories.

## ***Fall Year 3 (Junior Block I)***

### **EDU 331. Instructional Media and Technologies of Instruction (EL; SE)**

#### ***Course Addresses the following Standards:***

*Elementary Education 3.5, 5.1*

1) Integrate technology into at least one lesson being taught for another course during your lab assignment that will address varying levels of learners and provide support. Include the technology component into your lesson plan that complements the teaching strategies used and that is appropriate for your teaching field, varying levels of learners and diverse populations. Additionally, use technology (examples: kahoot, clickers, etc..) to assess students during or at the end of your lesson. Include details in your lesson plan about how this assessment will work and what information will be collected to help determine student mastery. Complete the Reflection Chart about your experience.

2) Lab Reflection Template - download the chart and fill in the information based on your lab experience.

- Notice there are 2 tabs
- Be sure to click View Header to put your name, etc...
- The APPLICATION OF TECH tab is where you discuss your experience of integrating tech into your lesson that you taught

The USE OF TECH tab is where you discuss your observations of tech being used in your classroom or on the campus

#### 3) Technology and Classroom Management

- Early Childhood/Elementary Majors: Find one way technology is being used to support classroom management of behavior in your assigned classroom (example: Class Dojo).
- Secondary Majors: Find one way technology is being used to support classroom management of organizing and/or communicating with students and parents about grades, classroom information, etc...

Write up a summary of how the technology is being used and the connection to classroom management (use the template provided).

If your teacher is not using any technology for these purposes, summarize in detail how one technology option could be used with THIS classroom for management purposes. Be clear in your explanation how the chosen technology would meet the needs of this classroom for management.

Submit Reflection Chart, Lesson Plan, & Management Template online by due date for your Lab grade.

### Grading Rubric for EDU 331 Lab Experience

<p><b>Lesson Plan:</b> Integrate technology into at least one lesson being taught for another course during your lab assignment. Include the technology component into your lesson plan.</p>	<p><u>10 Points</u></p> <p>Excellent - the added technology ENHANCES the lesson</p>	<p><u>5 Points</u></p> <p>Good attempt - added technology could enhance the lesson but it is not clear how</p>	<p><u>2.5 Points</u></p> <p>Satisfactory - added technology but lesson would be unchanged if technology was not present - does not clearly enhance</p>	<p><u>0 Points</u></p> <p>Incomplete or missing</p>
<p><b>Lesson Plan:</b> Use technology for a formal or informal assessment in lesson.</p>	<p><u>10 Points</u></p> <p>Excellent - the technology clearly evaluates an objective in the lesson; plan includes a description of how the assessment will work during the lesson</p>	<p><u>5 Points</u></p> <p>Good attempt - the technology could assess students but it is not clear how it assesses at least one objective</p>	<p><u>2.5 Points</u></p> <p>Satisfactory - the technology is not appropriate for assessment AND/OR description in lesson plan is unclear how it will work and what it will assess</p>	<p><u>0 Points</u></p> <p>Incomplete or missing</p>
<p><b>Application of Tech Tab:</b> You discuss your experience of integrating tech into your lesson that you taught</p>	<p><u>15 Points</u></p> <p>Excellent - go beyond the surface and demonstrates you are thinking and analyzing what is happening in the classroom</p>	<p><u>8 Points</u></p> <p>Good attempt but does not develop thoughts - stays on the surface</p>	<p><u>4 Points</u></p> <p>Satisfactory - attempted to complete</p>	<p><u>0 Points</u></p> <p>Incomplete or missing</p>
<p><b>Use of Tech Tab:</b> You discuss your observations of tech being used in your classroom or on the campus</p>	<p><u>15 Points</u></p> <p>Excellent - go beyond the surface and demonstrates you are thinking and analyzing what is happening in the classroom</p>	<p><u>8 Points</u></p> <p>Good attempt</p>	<p><u>4 Points</u></p> <p>Satisfactory - attempted to complete</p>	<p><u>0 Points</u></p> <p>Incomplete or missing</p>
<p><b>Tech &amp; Management:</b> You summarize how technology is being used for management and clearly make a connection between tech &amp; management in reflection</p>	<p><u>15 Points</u></p> <p>Excellent - go beyond the surface and demonstrates you are thinking and analyzing what is happening in the classroom</p>	<p><u>8 Points</u></p> <p>Good attempt</p>	<p><u>4 Points</u></p> <p>Satisfactory - attempted to complete</p>	<p><u>0 Points</u></p> <p>Incomplete or missing</p>

Paperwork: Completed and turned in by due date	<u>10 Points</u> Turned in completed by due date	<u>5 Points</u> Turning in but late and/or not completed		<u>0 Points</u> Incomplete or missing
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## **EDU 370. Survey of Exceptionality (EL; SE)**

### ***Course Addresses the following Standards:***

*Elementary Education 3.2, 5.1*

Case study: Observation and observation report

With the assistance of your cooperating teacher, you will choose a student with whom to work on a particular skill, strategy, or content topic in your teaching field. This student should either be receiving special education services or be categorized by the teacher as a struggling student. Observe the student for at least 1 hour before you begin working with them. You will write a case study of this student as you work with him/her. On page one of the study, you will write up your observation. Record the date(s) and time(s) and describe the instructional situation and learning activities that took place during that time (topic of lesson, type of instruction, etc.).

One-on-one work: You will choose the particular skill, strategy, or content topic appropriate to your teaching field with advice from the cooperating teacher. The two of you will collaborate to write at least two learning outcomes for the student. You will then choose 4 different types of learning activities that emphasize the skill, strategy, or topic. You will continue the case study by writing up the process of collaboration with the teacher and specifics of how you worked with the student. You will include a portfolio of the student's completed work on the 4 activities. Write a short reflection on the creation and implementation of your lesson. The purpose of this is to incorporate knowledge gained into self-evaluation and professional growth.

Plan and implement one lesson with attention to the needs of the **class as a whole** (Universal Design). Your lab report must include an explanation of how you:

- 1) Collaborated to plan instruction for expanded curriculum in general education to include IEPs and other plans such as Section 504 goals for students with disabilities.
- 2) Provided accommodations, modifications, and/or adaptations to the general curriculum of the discipline.
- 3) Modified tasks and/or accommodated individual needs
- 4) Provided a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

- 5) Recognized individual variations in learning and development that exceed the typical range and used this information to provide appropriate learning activities.

Include your lesson plan in your report.

### **EDU 326. Foundations of Reading Instruction (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.1, 5.1*

Teach a small reading group (3-5 students) utilizing guided reading and leveled texts for one week - meet with group and teach them at least three times during a week. Use the format used during class demonstrations for lesson plan. Complete a guided reading lesson plan and give to your teacher at least two days before teaching. Submit your Guided Reading lesson plan and reflection paper. Lesson plan should be detailed for each day of instruction with small group. Small group instruction should include modeling a thinking process and think/pair/share instruction to encourage small group students to practice speaking and listening skills.

### **EDU 373. Teaching Social Studies (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.4, 5.1*

1. Observe, assist the teacher, and participate in all aspects of the basic social studies program.
2. Using a standard lesson plan format, plan, implement, and evaluate at least two (2) consecutive social studies lessons connected to the content being studied in your classroom. Be inclusive of topic chosen to teach so that lesson is representative of diverse cultures and meets the needs of students varying levels of student abilities with adaptations and support.
3. Give your typed lesson plan to your supervising teacher and your college professor. After completing the lesson, turn in a typed self-evaluation of the lesson with your typed lesson plan, evaluation form, and time log. Please turn in all materials at the same time.

### **EDU 377. Teaching Science and Health (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.2, 2.6, 2.7, 3.5, 5.1*

Students will choose one inquiry lesson plan to teach that addresses the essential question/topic developed by the preservice student and cooperating teacher. Please choose your lesson and turn in a typed lesson plan to your cooperating teacher and college professor. (Include a self-evaluation and turn in all lab papers at the same time.) 2. Demonstrate a science

concept of an appropriate grade level using an experiment as part of your lesson. Follow the Alabama Course of Study (ALEX); Science, Health, Nutrition and Safety, Physical Education and Movement to plan and implement your lessons that utilizes the 5E/6E model. In your lesson include how you differentiate your lesson for students of varying abilities. Include a short reflection of how you thought the lesson went and what changes you would make the next time you taught the lesson.

**EDU 378. Current Influences on Curriculum and Teaching. (EL)**

***Course Addresses the following Standards:***

*Elementary Education 1, 2.7, 3.1, 3.3, 3.4, 3.5, 5.1*

**Lab Assignment:**

(1) Teach one of the physical education/health lesson plans you wrote from your physical education unit you developed for EDU 378 to your students in your lab placement. This can take place inside of the classroom or in the physical education setting. Observe the physical education class for three class periods at your school. Create a report of your observation by identifying the physical education/health standard that was taught, activities that were facilitated, any comments as to how the students responded to the lesson as well as how students were supported in their development of skills by the teacher.

(2) Identify one at risk/struggling student. Observe the student and choose a skill that the student is deficient in. Create a take home folder with five individual activities that help strengthen your student that can be played or completed at home with a parent. Send each activity home (five times) with an introduction to yourself, instructions to complete the activity and a place for parents to sign/comment.

(3) Write a reflective paper that provides evidence of your experiences and answers the questions: How did the experience relate to your academic knowledge? What have you learned about yourself personally, intellectually, socially, and professionally? Elaborate on your professional experience and how you have grown in your development as preservice teacher. How have you developed rapport with students in the classroom, particularly those with backgrounds different than your own (SES, ethnicity, race, etc.)? What did you learn from the parent/home connection project you completed with one of the struggling learners in your classroom? What did you learn about people in the community that may be different from you? In this experience, what challenges do you see to social justice or living the Jesuit mission in the community setting? How did the experience expose you to challenges in the community setting and how did it help you to understand your role in upholding human dignity while confronting those challenges? This particular laboratory experience is meant to meet your CLIMB requirement. The CLIMB overlay, which exposes students to real-world applications of theory in

practice, requires students to complete at least one guided, high-impact experience during the sophomore or junior year. This experience exposes students to the wider community in a way that promotes “becoming” and relies on the Jesuit model of Experience, Reflection, and Action.

## **Spring Year 3 (Junior Block II)**

### **EDU 322. Educational Tests and Measurement (EL; SE)**

**Course Addresses the following Standards:**

*Elementary Education 4, 5.1*

#### **Data Analysis Assignment**

**Instructions:** Please select an assessment that pertains to the following content areas for your specific content and grade level: Elementary: An essential literacy strategy; Secondary ELA: construct meaning from complex text interpretation; Secondary History: Inquiry, analysis and interpretation of primary documents OR Building and supporting arguments and conclusions; Secondary Math: Listing properties involved in multi-step equations; Visual Arts: Identifying and demonstrating basic skills in art production.

**Part I** (10 points): Analysis of Class Data and Identification/Visual Representation of Patterns in the Data

- After scoring the assessment from your lab assignment which aligns with your specific grade level and content area, determine how you want to consider the data from the test (i.e., accuracy of responses per item; depth, creativity, or originality of ideas; mechanical skills in doing a task, etc.) Be sure to define what type of learning (or combination of learning) the assessment measures (i.e. intellectual, social, emotional, and physical development of each student.) Align this "data consideration" with specific learning objectives measured on the assessment. Create a graphic display (i.e., bar graph or line graph of accuracy of items or ratings on rubric or scoring guide) for the entire class. Again, you will want to be very specific in aligning the test items or rubric ratings to the lesson's learning objectives.

- Write a paragraph that explains your "findings," or patterns, you noted from the visual graphs. Be sure your paragraph addresses the class's understandings, partial understandings, and misunderstandings of learning objectives; what students learned well and where they excelled based on the data; patterns of errors and your thoughts on why those errors may have occurred; and anything else that is part of the story the data tell you.

Rubric for Part I

2 Inadequate	4 Marginal	6 Acceptable	8 Good	10 Excellent
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No explanation or visual representation of data patterns. No attempt to interpret data.	Vague explanation or visual representation of data patterns. Weak attempt to interpret data relative to learning objectives.	Some explanation of data patterns with emphasis on interpreting student understanding AND misunderstandings of learning objectives.	Detailed explanation and visual representation of data patterns; Incorporation of examples of patterns from actual student work.	Extensive explanation of data patterns. Thorough and accurate incorporation of evidence of student work samples to explain patterns. Sophisticated ability to connection learning objectives, measures, and patterns.
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**Part II (10 points): Comparison of Achievement of Focus Learner to Achievement of Whole Class with Specific Feedback**

- **Student Analysis:** On your initial whole class graph, add another line that shows the unique performance of the focus student you selected relative to the whole class data. (This will be your second graph or chart in the assignment.) Write a paragraph that compares and contrasts the student’s performance to the class and provides thoughts related to reasons for the variation (or lack of variation) in data patterns.
- Pull the focus student’s assessment from lab, and write specific feedback notes on the student’s test sample that would support their future growth in achievement. Please note that “Good job” or “You got 80% right” are not specific enough to support student learning and growth. (Note: You will have to give me the actual student assessment back with your feedback notes written on them.)
- Write a paragraph that describes specific opportunities for the focus student to understand and use feedback. (i.e., What are you going to do to ensure that the student understands the feedback that they were given?) Consider opportunities in future lessons for the focus student to apply the feedback: Would revision of the work sample be a powerful learning experience? Is there additional support that might scaffold the application of the feedback and accelerate learning? Does the focus student have different needs that imply different choices? Your explanation should demonstrate that you have considered how and when the student might best apply the feedback to support or extend his or her learning.

**Rubric for Part II**

2 Inadequate	4 Marginal	6 Acceptable	8 Good	10 Excellent
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Feedback is not specific to learning objectives and/or does not align with the graphic data in the analysis.	Feedback is vague and weakly connected to specific learning objectives. How students will use feedback is not explained.	Feedback aligns with most of the data interpretation on the focus student with some degree of specificity. How the student will use feedback to revise work and learning is addressed.	Feedback aligns with both strengths and weaknesses of learning based on assessment data for student. Student has a general plan of how they can improve learning based on feedback.	Specific feedback that takes all learning patterns (strengths and weaknesses) is provided with a clear and guided plan for how student can use feedback to improve learning.
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**Part III (10 points): Instructional Modifications Based on Data**

Based on your analysis of the student’s performance in Part I, write a detailed paragraph that shows me your “next steps” in instruction. Be sure to reference both student learning needs and strengths you uncovered in the analysis. Your paragraph should demonstrate your thoughts and instructional modifications related to some of the following questions: What does their performance suggest that you need to do in next lessons? Are there other students in the class who could benefit from the changes, follow-up, review, or challenge? How can you support the further development of students with differing needs? Be sure to explain how you chose your next steps based on your analysis of student strengths and needs as well as research and theory.

**Rubric for Part III**

2 Inadequate	4 Marginal	6 Acceptable	8 Good	10 Excellent
Instructional modifications are not connected to data analysis or learning objectives.	Instructional modifications are suggested but do not address learning objectives.	Instructional modifications are provided but they are general in nature rather than in alignment with the data patterns and learning objectives displayed.	Instructional modifications demonstrate some alignment with data patterns and learning objectives.	Instructional modifications are in alignment with data patterns and specific to objectives, building on understanding and addressing misunderstandings of individuals and the group as a whole.

## **EDU 325. The Language Arts Program (EL)**

**Course Addresses the following Standards:**

*Elementary Education 2.1, 5.1*

### **Overview of Lab Instruction Assignment for EDU 325**

1. Create a lesson plan for teaching one lesson during labs. This lesson should either be composing or comprehending text. Use the lesson plan template provided.
2. Upload lesson plan to Schoology – see Schoology for grading rubric (50 points)
3. Answer the questions (listed below) under Context for Learning that are about your class – see Schoology for grading rubric (15 points)
4. Answer Instruction Commentary Questions (listed below) **AFTER** you teach your lesson. See Schoology for grading rubric. (50 points)
5. Upload video of you teaching your lesson in labs. See Schoology for grading rubric. (25 points)
6. Turn in a paper copy of lab paperwork (time sheet and evaluation) to Dr. Sanders or Ms. Halliday by due date.

### **Context for Learning Questions – 15 points**

1. List your grade level
2. How much time is devoted each day to literacy instruction in your classroom.
3. Describe any ability grouping used for literacy
4. What resources are available for use in your classroom? (examples include electronic whiteboard, classroom library, text sets, etc...)
5. List total number of students in class. List number of males and females.
6. List any students who have an IEP or 504 plan. You can list a fake name for the student, list whether the student has an IEP or 504 plan, list any accommodations or modifications.
7. List any students who are struggling with reading skills or are language learners or are gifted. You can list a fake name for the student, list whether the student is struggling or a language learner or gifted, list any accommodations provided.

### **Instruction Commentary Questions – 50 points**

1. Give a short explanation of the lesson shown in the video that is uploaded: 5 points
2. Promoting a Positive Learning Environment: How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning? (Cite time stamps from video that was

- uploaded of your teaching where you provided a positive learning environment) 10 points
3. Explain how your instruction engaged students in developing an essential literacy strategy and related skills. (Cite time stamps from video that was uploaded of your teaching) 10 points
  4. Describe how your instruction linked students' prior academic learning to the skills in your lesson: (Cite time stamps from video that was uploaded of your teaching) 5 points
  5. Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend OR compose text. 10 points
  6. What changes would you make to your instruction – for the whole class and/or for students who need greater support or challenge – to better support student learning of the central focus (missed opportunities)? (Cite time stamps from video that was uploaded of your teaching) 5 points
  7. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND/OR principles from theory. 5 points

**Instruction Assignment (Lab) – Lesson Plan**

**Preservice Teacher Name:**

**Grade Level:** K            1        2        3        4        5

**Circle One:** Composing Text or Comprehending Text

**Central Focus of Lesson:**

**State Standards Used in Lesson:**

**Learning Objective(s):**

The students will be able to

**Materials Needed for Lesson:**

**Important Vocabulary Needed for this Lesson:**

**Prior Knowledge to be Activated:**

**Lesson Details:**

<b>Introduction</b>	Time:	This should relate to objective and include activating prior knowledge
<b>Instruction</b>	Time:	Do not just summarize; instead list steps of instruction in detail. How will you activate prior knowledge? What teaching strategies will you use (direct instruction, modeling, demonstration, etc...)? What questions will be asked?

<b>Practice</b>	Time:	Explain in detail how the practice will work in the classroom. Is it guided or independent? What will you be doing during this time? Will you be asking certain questions?
<b>Closing</b>	Time:	Activity to summarize/review lesson objectives – relate back to introduction

**Accommodations and/or Modifications:**

<b>Student</b>	<b>Needs</b>	<b>Accommodations</b>	<b>Modifications</b>
Student A			
Student B			

*List based on specific needs of students in classroom. Changes can be made to instruction, activities, assessments, etc... These can be extensions or enrichment or additional supports.*

**Assessment of Learning:**

<b>Assessment</b>	<b>Informal or Formal</b>	<b>What is being assessed?</b>	<b>What is the related objective?</b>

*List and explain the assessments used. Describe if assessments are formal or informal. Remember that assessments must be directly connected to the learning objective(s).*

**EDU 328. Diagnosis and Adjustment of Reading Instruction (EL)**

***Course Addresses the following Standards:***

*Elementary Education 5.1*

Administer the Personal Interest Survey (p. 447 of text) to an elementary student (student should be in grades 4-6). Write a 1-page (double-spaced) analysis and instructional plan that includes a short summary of the student's answers and how you would approach working with the student based on this survey. Title the document Analysis of X (Insert a fake name for student to preserve privacy). Administer the Reading Attitude Survey for Primary Students (p. 448 of text) to a primary student (student should be in grades K-3). Write a 1 page (double-spaced) analysis and instructional plan that includes a short summary of the student's answers and how you would approach working with the student based on this survey. Title the

document Analysis of X (Insert a fake name for student to preserve privacy). When selecting students consider students from diverse backgrounds and race as well as varying needs of abilities. At least one of the students must be in your class during lab. One student may be a child you know (not in your lab). Both students can be from your lab experience. Be sure to talk with your cooperating teacher during your first week about which students would be best for the analysis.

### **EDU 330. Strategies for Effective Classroom Management (EL)**

***Course Addresses the following Standards:***

*Elementary Education 5.1*

Collect ten (10) management or transition strategies during your laboratory experience. These strategies should consist of sound, age-appropriate classroom organization techniques and supportive behavior management strategies and address the needs of all students from various races, cultures, and backgrounds as well as ability levels. Be sure at least two of these strategies are designed to promote maximum development of children, including flexible grouping patterns and strategies for facilitating cooperative and independent learning. You must also submit an example of a collaboratively designed and implemented individual behavioral support plan. You may get these strategies from observing effective techniques used by your cooperating teacher. Write a description of each of the strategies. These strategies will result in ten (10) entries (single spaced, one per page) to be added to the classroom management strategies/reflection section of your notebook.

### **EDU 375. Teaching Mathematics (EL)**

***Course Addresses the following Standards:***

*Elementary Education 2.3, 5.1*

#### **Assignment**

Utilize technology in at least one lesson plan. 1. One lesson teaching problem solving appropriate at your grade level. Be sure to use George Polya's four-step process (Chapter 5) in executing your lesson Please be sure to submit a typed lesson plan to your cooperating teacher and college professor. Include a self-evaluation/reflection of your lesson and detail how you and what you did to reach students of varying abilities and how you differentiated for each. 2. Teaching a lesson dealing with a mathematics concept at your grade level using some type of manipulative material. Again, a typed lesson plan is to be given to your cooperating teaching and college professor. Include a self-evaluation/reflection and 3. The first week of your laboratory experience, discuss with your cooperating teacher the possibility of working with a student who is having a problem in mathematics. During that first week assess the problems

and level of student. Do some research into ways you can help this student. During the last two weeks of your laboratory experiences, work every day with your student for 15-30 minutes. You will be required to turn in a typed log of your individualized instruction. Include a self-evaluation/ reflection.

### **EDU 391. Multicultural Teaching (EL; SE)**

#### ***Course Addresses the following Standards:***

*Elementary Education 3.2, 5.1*

#### **Commentary**

Write a commentary on your laboratory placement. You may have to ask your cooperating teacher some of these questions. This commentary should include:

##### **About the School Where You Are Teaching**

1. In what type of school are you placed? Elementary school: Middle school: Other (please describe):
2. Where is the school where you are teaching located? City: Suburb: Town: Rural:
3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, how students differ in how they learn, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this classroom.
4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

##### **About the Students in the Class**

1. Grade level(s)
  2. Number of students in the class: males and females
  3. How many cultures/races/ethnic groups are represented in this class?
  4. How many languages are spoken and how do students differ in how they are learning?
- Develop and teach a lesson in a way that is adapted to students from diverse populations represented in your classroom.

- Write a reflection on the planning and implementation of your lesson. What were the strengths and weaknesses of this lesson as pertains to culturally relevant pedagogy? What would you change the next time you taught the lesson?

### **EDU 391. Multicultural Teaching (EL: SE)**

#### ***Course Addresses the following Standards:***

*Elementary Education 3.2, 5.1*

- Write a commentary on your laboratory placement. You may have to ask your cooperating teacher some of these questions. This commentary should include:

#### **About the School Where You Are Teaching**

1. In what type of school are you placed? Elementary school: Middle school: Other (please describe):
2. Where is the school where you are teaching located? City: Suburb: Town: Rural:
3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this classroom.
4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

#### **About the Students in the Class**

1. Grade level(s)
  2. Number of students in the class: males and females
  3. How many cultures/races/ethnic groups are represented in this class?
  4. How many languages are spoken?
- Begin the process of developing a lesson that is based on culturally relevant pedagogy and sensitive to the experiential backgrounds and interests of the students in this class. Please use the SIOP supplemental lesson plan handout to plan your lesson. You must follow the instructional methods in a way that is appropriate for your teaching field and developmentally sound for your age group. You will teach and **video this lesson!**

- Write a reflection on the planning and implementation of your lesson.
- 1. Did everything go according to plan during the lesson? If so, why do I think it went so smooth. If not, how did I or would I adapt my lesson to handle the surprises?
- 2. What were the strengths and weaknesses of this lesson as pertains to culturally relevant pedagogy?
- 3. With which skills did students struggle the most? Why?
- 4. Did I get the learning outcomes I expected from the lesson? Explain.
- 5. Were the end results of the lesson what I had expected and hoped for? Why or why not?
- 6. If I could change anything, what would I have done differently?
- 7. Could I have done anything differently to boost student engagement throughout the lesson?
- 8. List three key takeaways from conducting this lesson. Will these takeaways impact my approach moving forward?
- 9. What opportunities did I give my students to extend their learning beyond the classroom with this particular lesson?
- 10. Based on my daily interactions with my students, how do I think they perceive me?
- 11. How did I assess student learning as I went through the lesson? What did this tell me? Is there anything that I need to spend some additional time on based on the feedback received from these assessments?

### **EDU 401. History and Philosophy of Education (EL; SE)**

#### ***Course Addresses the following Standards:***

##### *Elementary Education 5.1*

Keep a daily log of activities and instructional strategies used to teach content by both you and your cooperating teacher. Why were these activities and instructional strategies used for these lessons, your teaching field and the specific varying abilities and diversity of students? Interview your teacher about the top three ideas in his/her teaching philosophy. Why are those ideas important to this teacher?

**Teaching Philosophy:** The purpose of this assignment is for you to develop a statement of your beliefs about teaching to use as a guide as you begin your teaching career. Go back to the teaching philosophy you wrote in your first 5-day experience. Use it as a foundation to build upon. How have your ideas changed over time? Which ideas have remained the same and why? Teaching philosophies are “living documents.” As you continue your career path you are likely to revise and refine this initial teaching philosophy.

**What is a teaching philosophy?** It is a personal statement about your evolving educational beliefs. There are many ways to approach the development of this statement. The approach and format that you select should be based on what is meaningful to you and that will be understood easily by the audiences with whom you will share your philosophy (such as future employers and your students). Typical areas that are addressed are: (a) Your motivations for teaching (b) The methods you believe are best for your teaching field (c) Your teaching goals, methods and strategies (d) Explanation of how your teaching is consistent with these goals (e) Personal goals that you have set yourself as a teacher. (f) Address how you meet the needs of students from diverse backgrounds and different levels of abilities, strengths and weaknesses.

**What you should turn in:** A 1000-word statement of your beliefs about teaching that reflects synthesis of both theory and practice in education.