



Elementary Education
Semester III of Achieve Elementary Education

Methods “Block”

Field Experience Handbook

EDA 341, Reading & Language Arts Methods
EDA 342, Teaching of Reading
EDA 360, Social Studies Methods
EDA 380, Math and Science Methods

Elementary Education Block Semester OVERVIEW

Rationale:

It is our hope and intent that the Elementary Methods Block will benefit all those involved. We anticipate the following positive effects:

<i>For Preservice Teachers:</i>	<i>For School Partners:</i>	<i>For College Professors:</i>
<ul style="list-style-type: none">• Help connect theory & practice• Provide a sense of flow of a school day• Enable more in-depth interaction with classroom teachers and students• Increase amount of time in field by at least 56 hours• Help integrate content from methods classes in lesson planning & implementation	<ul style="list-style-type: none">• More efficient placement in your classrooms• Better utilization of your input & expertise• Weekly, in-depth contact with assigned preservice teacher• Enhance curriculum integration using your established themes/units	<ul style="list-style-type: none">• More holistic picture of our students' performance• Allows for shared placement & supervision responsibility

Field Experience Dates:

To be determined by your college supervisor, your cooperating teacher, and your personal schedule. Please refer to the EDA 400 schedule for a framework that will help you in your planning of the required 56 hours in this practicum.

Letter to Cooperating Teacher

Students should write a letter of introduction to their cooperating teacher by _____ (day/date). The letter should be of professional quality, so editing is essential. Supply two copies of the letter (one with your original signature) to your college supervisor.

Your letter should include:

- Your e-mail address and phone number(s)
- The best time to reach you

- **A request to meet with you to establish a plan for your time in their classroom and complete your pre-field experience collaboration form**
- **Where you are from and/or family background**
- **Any specialties (i.e. hobbies, interests, travel experiences)**
- **An explanation of what you hope to learn from your field experience this semester**

The Role of the Pre-service Teacher

GENERAL EXPECTATIONS OF THE PRESERVICE TEACHER INCLUDE:

- To provide any kind of assistance needed in the classroom
- To stay actively involved with the children
- To display professional dress & manner
- To demonstrate prompt & consistent attendance; full day participation
- To openly communicate with the classroom teacher
- To be well-prepared with lessons and materials for teaching

SPECIFIC COURSE EXPECTATIONS OF THE PRESERVICE TEACHER INCLUDE:

For EDA 380- Math Methods part of the course

- Teach at least one whole-class math lesson with a KTIP type lesson plan to scored/graded by the EDA 380 professor
- Complete a structured observation of your teacher teaching math
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For EDA 341 - Reading & Language Arts Methods

- Teach at least one language arts lesson dealing with some aspect of oral language, writing (handwriting, daily oral language, mini-lesson for writer's workshop), spelling, or phonics. This lesson may be taught to the whole class or a small group.
- Complete a structured observation of your teacher teaching any kind of language arts lesson (during first week)
- Offer to do storytelling (former or current ENA 360 students)

Student Project Choice: [Students must choose one of the following 2 projects to do in their classroom during field experience.]

- Locate or write Script (based on Children's book), practice and perform Reader's Theatre

OR

- Complete collaborative Literacy-Related Display (Door Decoration, Hallway Display, or Bulletin Board)

For EDA 342 – Teaching of Reading

- Teach one guided reading lesson plan to a small group or the whole class (Kindergarten or Early 1st: guided listening or guided shared reading), or teach one lesson involving direct instruction in decoding or comprehension (e.g. a comprehension strategy)
- Complete a structured observation of your teacher teaching a reading lesson (during first week)
- Offer to conduct read-aloud time if routinely done in your assigned classroom
- Conduct “Reading Attitudes/Interests/Beliefs” Interviews with Three Students

For EDA 360 - Social Studies Methods

- Teach one social studies lesson or integrate social studies into a Lesson from another content area with a KTIP like lesson plan to be scored/graded by your EDA 360 professor.

EDA 380 -Science Methods part of the course

- Teach one science lesson or integrate science into a lesson from another content area with a KTIP like lesson plan to be scored/graded by your EDA 380 professor.

For All Courses

- Teach a minimum of 1/2 day - maximum 1 whole day (at the classroom teacher’s discretion)
- Document some kind of interaction with parents (a conference, Family Resource Center activities, chaperones on field trip, PTO meeting, etc.)

We encourage the classroom teachers to utilize you in any ways that they deem beneficial. One of our goals is for you to experience the realities of day-to-day life in the classroom!

The Role of the Supervising Professor

One professor will be assigned to supervise the teacher educators at each school site.

- Professors will “spot check” (brief observation) students as needed through the placement.
- Professors will conduct debriefing/reflection sessions with students two different times during the EDA 400 practicum.
- Professors will make one formal observation (@ 30-45 min.) of each student teaching a whole-class lesson. The preferred date for this observation is during the student’s

teaching of their three-day mini-unit, but other dates are acceptable with approval from the cooperating teacher and the professor who will be observing your lesson.

The Role of the Cooperating Teacher

Please keep in mind that your pre-service teacher is someone who is making the transition from a college student to a professional teacher. For some, this will be their first experience working with an entire class of elementary students.

The cooperating teacher's role is to assist, to provide guidance, to assign topics for teaching or tutoring, to examine plans before teaching, and to provide evaluative feedback.

A 1. Teaching and Learning Context (Standards 2 and 3)

# Students enrolled:	Grade level(s) in class:	Ages in class (list all that apply):
<p><u>School and District Factors</u> Public school information should include Comprehensive School Improvement Plan (CSIP), School Report (CATS/KCCT/NCLB results), and relevant data about achievement gap groups. Non-public schools should include similar data.</p>		
<p><u>Resources</u> Describe the resources (equipment, technology, and supplies) available to you for this class.</p>		
<p><u>Assistance</u> Place a \checkmark beside the phrase that describes the types of help available to you.</p> <p style="text-align: center;"> <input type="checkbox"/> instructional assistant(s) <input type="checkbox"/> parent volunteers <input type="checkbox"/> peer (student) tutors <input type="checkbox"/> resource teachers <input type="checkbox"/> classroom teacher <input type="checkbox"/> other (Please specify) </p>		
<p><u>Student Differences</u> Indicate the # of students in each category and briefly describe the needs of the students in the categories</p> <p style="margin-left: 20px;"> ___ ESL: Comments: ___ IEPs: Comments: ___ 504 plans: Comments: </p>		

___ Title I: Comments:
___ Gifted Service Plan: Comments:
___ Other: Comments:

Student Diversity

Describe any language, cultural and/or achievement/developmental level differences that create instructional concerns. List types of differences in this box

___ Languages: Comments:
___ Cultures: Comments:
___ Achievement/Developmental Levels: Comments:

Patterns of Achievement

Indicate the # of students for each pattern of achievement. (Indicate content/skill area)

___ Below grade level ___ At grade level ___ Above grade level

Other Classroom Conditions

Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.

Implications for instruction

Describe two or three ways that you will use the factors identified above in your planning and instruction.

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A-2 Lesson Plan (Standards 1, 2, 3, 5, 6)

*ASBURY TPA TASK A-2 and C
ED 999 KTIP Lesson Plan Format*

Name: _____ Date: _____ Age/Grade Level: _____

of Students: _____ # of IEP Students: _____ # of GSSP Students _____ # of LEP Students _____

Subject: _____ Major Content: _____ Lesson Length: _____

Unit Title: _____ Lesson Number and Title: _____

Context

- Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.

- Describe the students’ prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning (other than what you described in the Teaching and Learning Context).
- IEP and LEP objectives and accommodations provided for students with disabilities and limited English proficiency should be addressed in this section. In this section include individual IEP objectives or how the IEP objective responds to a group of students. Accommodations should include individual accommodations and universal accommodations. Please make a statement if no individual accommodations are needed.

Lesson Objective(s)

- State what students will be able to do as a result of this lesson. Objectives must be student-centered and observable/measurable. Please write a measureable performance outcome objective.

Connections

- Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how the objectives are related to the Core Content and/or Program of Studies. Identify Depths of Knowledge with this lesson.

Assessment Plan

- In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

Objective/Assessment Plan Organizer (Sample)

Learner Objective Number	Type of Assessment	Description of Assessment	Depth of Knowledge (DOK)	Adaptations and/or Accommodations

Note: Candidates may use only one objective but have multiple forms of assessment measuring it.

Resources, media and technology

- List the specific materials and equipment needed for the lesson. Include copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

Procedures

This is a task analysis of how to think of the Procedures portion of any lesson plan. Activities that engage students in learning a particular concept must be tiered to develop the complexity of the concept.

Describe the strategies and activities you will use to involve students and accomplish the lesson objective (**that relates to the general education curriculum**) including how you will trigger prior knowledge and adapt strategies to meet individual student needs and the diversity in your classroom. **In addition, insert in blue font where appropriate the universal and individual accommodations.**

Beginning Review: This is a brief task for students to practice the concept from the previous lesson.

Concept Initiation : This is a brief task to “hook” the attention of the students and introduce concept.

Concept Exploration: This is a task(s) or procedure(s) to guide/instruct the students on the concept(s). Include a content outline in this portion for the cooperating teacher.

Concept Application: This is an application task(s) that develops independence in using the concept(s). This occurs prior to the assessment task.

Concept Assessment --task that is the objective : This is the assessment task for the objective and must include a scoring rubric or checklist.

Ending Review: This is a brief task that reviews the concept taught today.



C. Lesson Analysis and Reflection (Standards 5 and 7)

1. Explain how you determine the levels of student performance on your objective(s). Attach rubrics or criteria in this determination. See attached rubric that includes level of expected successful performance on the outcome objective(s).

2. Sort the student's performance into 3 categories and follow instructions for each cell.

Far below standard	Meeting standard	Exceeding standard
_____ # of students	_____ # of students	_____ # of students
Describe the students' strengths.	Describe the students' strengths.	Describe the students' strengths.
Describe the students' learning needs.	Describe the students' learning needs.	Describe the students' learning needs.
How will you differentiate or adapt to move them forward?	How will you differentiate or adapt to move them forward?	How will you differentiate or adapt to move them forward?

3. What does this analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?

Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning instruction?

What knowledge, skills, resources and/or personnel could help you increase your instructional effectiveness?

4. Describe how you have reported or plan to communicate learning results to students and parents.



Adult Degree Completion Program



Debriefing Session #1

Name: _____

Date: _____

Review of Classroom Curriculum:

List below the basal materials and/or instructional materials (e.g., science) used for teaching each subject in your assigned classroom. For basals, indicate number of copies of texts if it's less than class number.

Reading/ Language Arts	
Spelling/ Handwriting	
Science	
Social Studies	
Math	

You may not teach all of the listed content areas in your placement.

*Describe the student demographics that have implications for teaching and how you have planned and will plan to meet the needs of all your students.

*Discuss your school's focus and data from the following documents:

Comprehensive School Improvement Plan

School Report Card

Gap Group Reports from NCLB and KPR

How will the information from these documents impact your instruction?



Observation of Parent Interaction

Name: _____

Date: _____

School Placement/Grade Level: _____

- Describe the interaction with parents (a conference, Family Resource Center activities, chaperones on field trip, PTO meeting, etc.) you observed while participating in this field experience.

- What insights into effectively dealing with parents did you gain from your observation?



Observation & Reflection Form: Social Studies Instruction (EDA 360)

Name _____

School _____

Tchr/Grade Level: _____

Date/Time _____

Topic _____

Observations (Just the facts!)

What activities were the children engaged in? Where?

What organizational pattern was being used?

(e.g., large group, small groups, centers . . .)

Reflections (Questions, Ideas)

What materials were being used?

What types of student-teacher interactions did you observe?

What social studies concepts were introduced or reviewed?

Observations (Just the facts!)

Reflections (Questions, ideas)

What social science(s) was/were involved in this lesson?

What **KERA Learner Goals, Academic Expectations,**
and **core content** did this lesson address?

How were the language arts integrated into the lesson?

Based upon this observation and your reflections, describe something that will help you when you begin your social studies teaching.



ACHIEVE PROGRAM

Adult Degree Completion Program



Department of
EDUCATION
Facilitators of Student Success

Observation & Reflection Form: Language Arts Instruction (EDA 341)

Name: _____ School: _____

Teacher/Grade Level: _____ Date: _____

Language Art and Topic: _____

Observations:

How are the students **grouped** during this time? Where are they in the classroom?
If in small groups, how was group membership determined?

Reflections: (Questions, Ideas, etc.)

What are the **teaching materials** and **procedures**?

What **activities** are the students involved in?
Besides the language art that is the primary focus, how are the other language arts used? (Be specific)

Identify (short form) the **KERA Academic Expectations** and **core content** for you saw reinforced through the activities you witnessed.

What kinds of **Student-Teacher interactions** did you see?



Observation & Reflection Form: Teaching of Reading (EDA 342)

Name: _____ School: _____

Teacher/Grade Level: _____ Date: _____

Reading Skill and/or Topic: _____

Observations:

How are the students **grouped** during this time? Where are they in the classroom?
If in small groups, how was group membership determined?

Reflections: (Questions, Ideas, etc.)

What are the **teaching materials** and **procedures**?

What **activities** are the students involved in?
Besides the language art that is the primary focus, how are the other language arts used? (Be specific)

Identify (short form) the **KERA Academic Expectations** and **core content** for you saw reinforced through the activities you witnessed.

What kinds of **Student-Teacher interactions** did you see?



Math/Science Observation Form EDA-380
One science observation and one math observation is the expectation.

Name: _____

School: _____

Teacher: _____ **Grade:** _____

of students: _____ **# of boys:** _____ **# of girls:** _____ **# of IEPs:** _____

Math/Science Concept(s)/Skills taught:

Materials/Manipulatives used with this lesson:

How was the lesson introduced?

How was media or technology used?

How was the lesson connected to real-life?

How did the lesson accommodate the needs of diverse learners?

Did the students work individually or in small groups? Why?

What kinds of assessment were used during the lesson? after the lesson?

What did you learn from observing and/or working with this science/math lesson?



Elementary Methods Block TEACHING: EVALUATION GUIDE

Name:

Lesson title:

Date:

Time:

Tchr/Grade Level:

Evaluator:

[KY New Teacher Standard I: The teacher *demonstrates a current and sufficient academic knowledge* of certified content areas to develop student knowledge and performance in those areas.]

	Excellent	Good	Average	Poor
1. Models correct handwriting, spelling, mechanics, and grammar				
2. Accurately communicates subject matter knowledge and skills				
3. Connects knowledge to real life				
4. Guides students to understand content from various perspectives				

Comments:

[KY New Teacher Standard III: The teacher *creates a learning climate* that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become

responsible team members, think and solve problems, and integrate knowledge.]

	Excellent	Good	Average	Poor
1.Thoroughly familiar w/lesson plan				
2.Maintains patience and poise				
3.Uses specific praise				
4.Recognizes & corrects inappropriate behavior				
5.Uses techniques that foster student self-control (e.g. proximity)				
6.Vocal qualities (tone, pitch, volume)				
7.Communicates warmth & enthusiasm w/voice, eyes, facial expressions, & body language				
8.Supports student diversity and addresses individual needs				

Comments:

[KY New Teacher Standard IV: The teacher *introduces/implements/manages instruction* that develops student abilities to use concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.]

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>
1.Communicates WHAT students are going to learn				
2.Communicates WHY it is important; motivates students for the lesson				
3.Links lesson to students' prior knowledge				
4.Models or demonstrates skill, concept, etc...				
5.Uses a variety of teaching strategies				
6.Provides for active learning				
7.Gives clear directions & explanations				

8.Provides practice/application time				
9.Addresses the abilities and cultural attributes of all students in the class				
10.Invites student input of ideas & questions				
11.Uses appropriate questioning strategies				
12.Provides correction & feedback in a positive manner				
13.Uses technology & media as appropriate				
14.Uses time effectively; pacing; transitioning				
15.Utilizes materials efficiently				

Comments:

Points earned (25pts.) =