

PS1 Handbook

for

Early Childhood Special Education Majors



EDUC 242 for ECSP Majors
Pre-Student Teaching I
Fall 2014

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Dear Teacher Candidate,

Congratulations on your hard work and success that has brought you to this first classroom experience! You are enrolled in Early Childhood Special Education Professional Sequence I (PSI), a block of 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. Your professors will be working collaboratively to assist you in shaping the excellent teacher you will become. Excellent teachers demonstrate mastery of academic skills and a thorough knowledge base. They express enthusiasm and initiative in both their work with children and in the courses in which they are enrolled. Additionally, excellent teachers, even those with years of experience, seek opportunities to grow, update and refresh their teaching skills.

Our interest in you as a teacher is deeper than just the grades you earn on tests, papers, and lesson plans. In addition to these important academic matters, we are interested in helping you to development specific skills necessary for good teaching. We are looking for teachers who are well-organized and prepared, with creativity and a positive attitude. Some teacher candidates may not have all of these qualities initially, however, the Professional Sequence I courses are designed to support the development of these important skills. Your professors and cooperating teachers will be looking for those who will become excellent teachers over the next two years. The language and actions of teachers are a vital in creating an effective learning environment. It is time for you begin to looking, sounding and behaving like a teacher. As a teacher candidate, you will receive feedback and guidance from your professors and cooperating teachers regarding your personal progress toward these goals. As the semesters unfold, your cooperating teachers or professors may recognize aspects of your teaching that could impede your progress in becoming an excellent teacher. These suggestions are intended to provide insight into skills necessary for beginning teachers. We hope you will accept the feedback as a learning opportunity and use it in formative ways to build your skills in the classroom and in your coursework. You will grow *professionally as a teacher* during this semester.

This experience will help each teacher candidate decide if teaching is the right career choice. Not everyone is destined to become a great teacher, and through these observations, some may discover that teaching is perhaps not the best match. We want you to ask questions, observe teacher behaviors, identify as many techniques and strategies as possible, and get to know children. An excellent teacher is more than someone who says, "I always wanted to be a teacher." This semester is an opportunity to observe theories you have studied in your coursework live and in action. You will begin to see where theory meets the unpredictable reality of real world classrooms, and how experienced teachers balance many tasks throughout the day.

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. We hope that you will view this opportunity as the beginning of your personal and professional growth as a teacher. During this experience, strangers will become friends and friends will become colleagues.

Learning is a journey and a lifelong process. Your journey to becoming an excellent teacher begins with Professional Sequence I and will hopefully continue through a long and rewarding career. Welcome to the world of teaching!

Sincerely,

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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 teacher candidates in actual interaction with pre-school and 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 most teacher candidates in PS1 are just beginning their methods courses, they may not become involved in formal lesson plan writing and teaching in PS1. The objectives of this initial field experience are to:

- have the opportunity to support and work with individuals or groups of children in an existing classroom program,
- conduct ongoing classroom observations and participate in several classroom based reflective activities
- become more aware of the unique nature of various classroom environments,
- develop a deeper understanding of individual and cultural variations through increased experience in diverse settings in terms of race, ethnicity, culture, ability, and socio-economic background,
- observe the manner in which schools acknowledge and respect individual exceptionalities in the regular classroom, and
- arrive at important career decisions.

Following on-campus preparation, teacher candidates participating in this school-based program will be scheduled to work for at least 10 weeks in different classroom settings: urban, special education (autistic support, learning support, emotional support, or life skills), birth to three, or three to five (early childhood). At mid-point during the semester, teacher candidates will come together on campus for a reflective seminar. During the final weeks we will meet on campus again for reflection and culminating presentations. During each classroom visit IUP teacher candidates may work with one child or a small group of children, but this field program is primarily observational for the first two weeks. Opportunities to work on a variety of activities include: buddy

reading, reading aloud, practicing specific skills with individual students, creating and playing reinforcement games, or assisting the teacher in a particular classroom activity. Every field placement experience is unique; view this as an opportunity to observe and learn.

REQUIREMENTS

❖ Observations (minimum of 40 hours are required)

Teacher candidates will be observing in the field for a total of **8 mornings in 1 of the following:** (*One formal observation will be conducted by your university supervisor during this time.*)

- a) early childhood (birth-3, 3-5, or 5-8)
- b) special education (autistic support, learning support, emotional support, or life skills)

All teacher candidates will be observing in the field for a total of **2 mornings in an urban** elementary setting.

All teacher candidates will need to independently set up hours of observation outside of the placements through the College of Education and Educational Technology if the assigned 40 hours are not met by the student teacher.

Teacher candidates will arrive at school placements prior to the beginning of the school day. This will vary from school to school. Dr. Hill will provide detailed schedules prior to observations (via D2L). Bus transportation will be provided **only** for the **urban setting**. Teacher candidates will have the opportunity to arrange car pools with classmates during on campus sessions in the first two weeks of class. All teacher candidates must be punctual for all EDUC 242 meetings, on and off campus. **No exceptions!** *In the event of an emergency*, it is **crucial** that you **call your supervisor** early that morning.

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. Pre-service teachers will experience a combination of observation and participation during this field placement; both forms of contact provide excellent opportunities for learning. Keep in mind that **pre-student teachers are guests** in the classroom. It is not the place of teacher candidates to make decisions affecting the routine of the children or the plans the teacher has made for his/her classroom. Pre-student teachers will reserve discussion of their impressions and observations for on campus meetings and written reflections. The cooperating teacher will take the lead in assigning responsibilities; do not be afraid to express interest in doing more. Show initiative! Be professional at all times.

ATTENDANCE: PLEASE NOTE THAT EACH UNEXCUSED ABSENCE WILL RESULT IN POINTS BEING DEDUCTED FROM YOUR OVERALL GRADE. All absences must be made-up before the end of the semester. Attendance for the entire scheduled visit is MANDATORY. Failure to comply will result in removal from the field placement.

❖ Reflections

Following completion of observations in the **first four weeks**, and again after the **second four weeks**, teacher candidates will reflect upon their observations and experiences, for a total of two reflections. Teacher candidate will include reflections on **at least 3 mini lessons/activities which were implemented by the teacher candidate**. A rubric for reflections can be found in this handbook, at the end of the syllabus, and on D2L. Reflections must be word processed and approximately four pages double-spaced. Reflections 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. Information on the Danielson Model is included in this handbook.

❖ Professional Disposition

As each teacher candidate works in the school setting and on campus meetings throughout their time at IUP, instructors and cooperating teachers will be looking for the quality of interactions with all members of the learning community. Supervisors will be monitoring teacher candidate performance in six areas:

1. Student practices professional behavior.
2. Student is conscientious about attendance and punctuality.
3. Student communicates effectively in writing.
4. Student communicates effectively orally.
5. Student appropriately and respectfully participates in collaborative discussions.
6. Student displays potential for assertiveness and strong classroom presence.

❖ Culminating Presentation – A Nugget

Each teacher candidate will carefully reflect on and consider their experience as a whole and identify four golden nuggets of learning that they believe exemplify each of the Danielson domains and are especially meaningful to their development as an expert teacher. **The presentation will include a description of at least 3 mini lessons/activities which were implemented by the teacher**

candidate. Teacher candidates will develop a presentation of their four nuggets of learning to be presented during the final on-campus meeting. A rubric for the culminating presentation is included in this handbook, at the back of the syllabus, and on D2L.

Grading Scale and Late Policy

Teacher candidates are expected to read the calendar carefully and mark the dates. Therefore, submitting assignments late will result in a loss of points and will affect the overall course grade.

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

90 - 100%---A 80 – 89%---B 70 – 79%---C 60 – 69%---D 0 – 59%---F

Charlotte Danielson Framework: Four Domains

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, 2nd Edition.

Danielson 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

Danielson 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

Danielson 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

Danielson 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 DO NOT take this document into the classroom. Please review this tool prior to each classroom observation. Immediately following each observation, in the privacy of your own workspace, complete the table below based on your notes and what was observed that day. Later, use your comments to formulate your written reflection.

PLANNING AND PREPARATION

Technique	Frequently Observed	Sometimes Observed	Never Observed	Comments/Examples
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

Technique	Frequently Observed	Sometimes Observed	Never Observed	Comments/Examples
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

Technique	Frequently Observed	Sometimes Observed	Never Observed	Comments/Examples
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-Grade 4 / Special Education Pre-K-Grade 8
EDUC 242 Final Culmination Presentation Rubric**

Name _____ Date _____

Topic/Title _____

The content of the presentation provides a deeper understanding of Danielson Domains through descriptions of classroom observations and implementation of at least 3 mini lessons/activities. The presentation provides a deeper exploration of the topic.	12	8	4
The presentation is respectful and notes the many aspects of diversity and demonstrates new knowledge , awareness and sensitivity to the topic resulting from the student and classroom observations and /or interactions.	10	7	4
The presentation is clear, concise , and engaging and was kept reasonably within the (7) minute time limit and was polished, practiced and professional .	6	4	2

Total Points Earned _____

Comments _____

Indiana University of Pennsylvania
 Early Childhood Pre-K through 4 / Special Education Pre-K through 8
EDUC 242 Reflection Rubric

ELEMENT	STANDARDS INTASC; NAEYC; CEC	3 TARGET	2 ACCEPTABLE	1 UNACCEPTABLE	Weight
Planning and Preparation	INTASC #s 1, 2, 3,4,5,7, 8 NAEYC #s 1, 3, 5,6 CEC #s 1, 3, 4, 5,6	Demonstrates <i>thorough understanding</i> of the planning and preparation across educational settings; provides <i>several clear and detailed examples and reflects on at least 3 mini lessons/activities</i>	Demonstrates <i>knowledge</i> of the planning and preparation process across educational settings; provides <i>a few examples and reflects on only 2 mini lessons/activities</i>	Demonstrates <i>lack of knowledge</i> of the planning and preparation process across educational settings; includes <i>a couple of observations but no detailed examples and reflects on only 1 mini lessons/activities</i>	X2
Classroom Environment	INTASC #5,9,10 NAEYC #1,3,4,5 CEC #2,6,7	<i>Compares and contrasts</i> classroom environments in various settings <i>in detail</i> , and includes <i>many of the essential classroom management components; provides clear and detailed examples</i>	<i>Compares or contrasts</i> classroom environments in various settings, and includes <i>some essential classroom management techniques</i> unique to various settings; <i>provides a few examples</i>	<i>Does not compare or contrast</i> classroom environment or classroom management techniques; <i>no clear examples</i> are given	X2
Instruction	INTASC #s 2,3,9,10 NAEYC #s 1,5 CEC #s 1,6,7	<i>Compares and contrasts clear and detailed examples of instructional strategies</i> utilized in various classroom settings, and provides <i>excellent rationale</i> for why teachers may be using these strategies (as well as their own strategies from at least 3 mini lessons/activities) in a particular environment	<i>Compares or contrasts a few examples of instructional strategies</i> utilized in various classroom settings, and provides <i>a rationale</i> for why different strategies (as well as their own strategies from at least 3 mini lessons/activities) may be used in particular environment	<i>Provides no instructional strategies</i> used in various settings, and/or provides <i>no rationale</i> for why the teachers may use these strategies (or even their own strategies from at least 3 mini lessons/activities)	X2

Professional Responsibilities	INTASC #s 6, 9, 10 NAEYC #s 5,6 CEC #s 6	Conveys <i>evidence that professional responsibilities</i> are evident in the various classrooms; <i>specific and detailed examples of similarities and differences</i> between educational settings are provided	Conveys <i>evidence that professional responsibilities</i> are evident in the classrooms; a <i>few examples of similarities and differences</i> are provided	Conveys <i>no evidence</i> of professional responsibilities unique to various settings; <i>no clear examples</i> are given	X2
Evidence of Critical Thinking	Reflective of all INTASC, NAEYC, and CEC Standards	REFLECT, NOT JUST TELLING: Conveys <i>extensive evidence of applying, synthesizing, and evaluating</i> what has been observed; includes <i>several insightful comments</i>	SOME REFLECTION, MOSTLY TELLING Conveys <i>application or synthesis or evaluation of one or more observed techniques</i> ; includes <i>a few insightful comments</i>	Coveys <i>no application or synthesis or evaluation</i> of what has been observed; includes <i>one or no insightful comments</i>	<u>X3</u>
Professional Presentation	INTASC #6 NAEYC #6 CEC #6	Includes <i>one or no mechanical and/or grammatical errors</i> ; has <i>professional appearance</i> ; is submitted <i>on time</i>	Includes <i>two to five mechanical and/or grammatical errors</i> ; has a <i>somewhat professional appearance</i> ; is submitted <i>one day after due date</i>	Includes <i>more than five mechanical and/or grammatical errors</i> ; does <i>not have a professional appearance</i> ; is <i>more than one day late</i>	X2