

EDUC 358, Pre-Student Teaching Field Experience
Spring Term, 2010, Dr. Robert Mayer
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Course Requirements:

- ✓ Send a minimum of 130 hours in an assigned classroom environment
- ✓ Send a letter of introduction to the cooperating teacher
- ✓ Assist the classroom teacher with classroom activities
- ✓ Work with individual students or small groups
- ✓ Plan, prepare, and teach a **minimum of ten** lessons for whole group instruction
- ✓ Prepare plans **two days** prior to teaching.
- ✓ Prepare unit plan and unit plan critique
- ✓ Keep weekly journal plus management plan
- ✓ Adhere to all guidelines in handbook

Course Goals:

- To develop an effective classroom demeanor
- To develop coherent and creative lesson plans
- To effectively use all available technology in creating instruction
- To develop coherent unit plans
- To become a reflective practitioner
- To prepare for student teaching

Grade:

1. Successful Completion of Field Experience (30%)
 - Adherence to all Handbook guidelines
 - Completion of Lesson Plans
 - Successful Teaching Experiences
2. Weekly Journal (25%)
3. Unit Plan Draft (5%)
4. Unit Plan (25%)
5. Unit Plan Critique (15%)

ASSIGNMENTS

Journal for Weekly Reflections on Lessons: (Turned in via e-mail by 4:00 on Monday of every week, Starting 1/25)

Journals are to follow this general format, except for week one of each experience discussed below. Journals should primarily be used for reflections on specific lessons you taught. Choose a lesson where you are not being formally observed.

Here is a suggestion for how to write your lesson reflection. Gather all data about student learning from the lesson (worksheets, quizzes). Try to record data during the lesson or immediately after. You might record data concerning one or two students of concern, particular amount of student participation, nature of student answers, classroom management behavior, involvement during group work, or more. Examine the data about student learning and describe it. Next, discuss what you did in the lesson. Be specific. During the lesson or after, you might want to also record information about what you did. This could include your questions, directions for activities, presentation of content, and more.

Once you have presented your sketch of the lesson, lay out your critique of the lesson. Talk about specific strategies and how you might change them or how you might continue as you have with those strategies. You might also determine you need to stop using a particular method. Ground the critique in a discussion of actual events from the lesson. Finally, discuss your evolving overall approach and overall teaching philosophy.

Reflections should be rich in detail including discussions that convey feelings, both yours and the students. You need to convey a clear image of what happened in the lesson and your assessment based on that image. The reflection should be like your microteaching analysis. You do not need to follow the description in the above paragraphs prescriptively. Your entries do need to actively assess what you are doing in particular lessons.

Occasionally, you might be moved to write about something else beyond a particular lesson. You might observe something in the school that concerns you. You might want to write about a particular student. You might want to share your feelings about the experience. Such entries should be the exception and not the rule.

Each entry needs to be about 2 pages, double-spaced or longer. Use this handout as a general sense of font and margins.

Note to A.J.: You will most likely not be teaching right away. Before you teach, use your journals for observations. First off, the most important observations should be of your students. Secondly, you will observe aspects of the school and the school community. You will also have an opportunity to observe an expert, Mr. Muschlitz. Observe how he handles and organizes the class. You might want to also use the journal to explore your teaching philosophy.

Management Plan Journal

Discuss how you will organize your classroom (routines, rules, physical environment) and your lessons to create a rich learning environment. Discuss how you will consciously implement the plan, especially on the first few days that you teach. Make sure that you also convey how you will address misbehavior in your class. Talk about how your plan fits in with rules and procedures mandated by the school. Finally, make clear the philosophy that guides your plan.

Your management approach should reflect your personal style of teaching. Don't make your plan a list. Rather, certain issues will take a prominence in your plan. For instance, how you organize the classroom or, perhaps, how you structure your lessons could be a more important part in your plan than other features. Describe those aspects in more detail.

Your management plan should be 2-3 pages double-spaced. Due Friday, February 5

UNIT PLAN, EDUCATION 358

“Desgn, v., –To have purposes and intentions; to plan and execute” Oxford English Dictionary

“Teachers are designers.” Grant Wiggins and Jay McTighe

My View

A unit plan is a **coherent** and **connected** set of lesson plans building to the accomplishment of some broad learning goal or goals. The plan is a vision that takes a teacher's views about what learning is most valuable and views of how people learn and links those views with a particular set of students.

So first you lay out your broad goals in the form of *enduring understandings* and *essential questions* and then you lay out lesson goals. Next you create strategies, both long range and day-to-day. Those strategies represent your best guess or hypothesis concerning how to get your particular students to reach your stated goals. To guess wisely, you need to know your students as well as you can. You need to know them both as a class and as individuals. Each class is diverse and you need to study the diverse nature of your students, whether that diversity be cultural, linguistic, academic, or something else, you need to understand it. That understanding allows you to figure out the best strategies for your students, both collectively and individually. After you come to know your students, create your goals, and teach, you then need to reflect.

Specific Guidelines

Learning about your students and your school

The unit plan is the main assignment for ED358 and needs to be planned and developed early on in your field experience. Since the plan represents your ideas about teaching and learning as they impact a particular group of students, you should consult with an expert on those students (and that age group in general). That expert would be your cooperating teacher. Meet early to discuss this assignment with your cooperating teacher. Designate a unit and a group of students you will be teaching. In particular, talk to your coop about the diverse nature of the students. Ask about linguistic diversity. Ask about IEPs. Ask to see IEPs. Ask about and observe the cultural diversity in your class.

Here are ways to find out about your school:

- Talk with your coop.
- Explore the school website.
- Go to the *Morning Call* website (<http://www.mcall.com/>) and the *Express-Times* website (<http://www.lehighvalleylive.com/expresstimes/>) and search your school.
- Do a general Google search for your school.
- Check out these websites: “greatschools” [<http://www.greatschools.net/>] which posts data about schools and “public school review” [<http://www.publicschoolreview.com/>] If you search using the school name, you should find information about your school from that site.

To get a frame of reference, gather the same sort of data from a middle school or high school you went to, depending on whether the school you are currently at is a middle school or high school. Print off the data from all sources and include it in an appendix for your unit plan.

Teaching

Your unit must be a minimum fifteen lessons. The minimum you must actually teach are ten lessons so you may have some plans that you don't actually teach. Despite the minimum requirements, your plan might be longer and you might actually teach more than the ten lessons. In fact, I urge you to teach more. The more you teach, the better prepared you will be for student teaching.

The unit is an opportunity for you to put into practice and critically examine methods and theories you learned in ED365 and ED260 to a lesser extent. Activities you design should be at a variety of levels on Bloom's cognitive taxonomy and should actively engage learners. The lessons should reflect appropriate standards for the social studies including those of PDE and the various organizations (NCSS, NCEE, CCE and more) related to the social studies.

Reminder

For each lesson that you teach, make sure you have at least three concrete ways to assess student learning. This could be in the form of an activity students did in class or at home, your after-lesson notes where you record what students said in particular parts of the lesson, notes from your coop or from a supervisor, or more.

What Needs to be in the Unit Plan?:

Please place the plan in some binder so that it is clearly held together.

- 1) **Table of Contents**

2) **A Description of the School You Are Teaching in (At least 1 page):** Give a broad sense of the student body and the community from which the school draws. Make sure you make clear how the information is relevant to your teaching.

3) **A Description of the Students you are Teaching (At least 2 pages):** Your discussion needs to capture a sense of the students as a class. More importantly, you need to include a discussion of the diverse nature of your students. Discuss the linguistic diversity and discuss the cultural diversity. State how many students have I.E.P.'s and the nature of the variety of needs the special needs learners will bring to class. For the class as a whole and for individuals, talk about how they seem to learn. Explain how this knowledge will impact your planning. In the spirit of universal design, you need to plan in a way that takes all of your students into consideration.

4) **Broad Organizing Ideas in the form of following:**

★ Enduring Understandings (at least five)

★ Essential Question(s) (at least two)

Make sure that after you create the broad idea, the idea flows throughout the lessons. I will be looking for that interrelationship between idea and practice when I read over your plan.

5) **A Discussion of those Broad Organizing Ideas.** Explain the enduring understandings and essential question(s). What are they and why are they important? Why are they important, in particular, to the students you will teach? (2 paragraphs)

6) **A Discussion of the Methods Used in the Unit Plan and a Rationale for the Use of those Methods.** Talk about the methods you tend to use or will use. For instance, if questioning, discussion, and inquiry activities are a prevalent strategy you employ, talk about them. Then go on and give a rationale, an explanation for why you are using these strategies. In addition to other issues, explain how these methods flow from the enduring understandings and essential question(s) and would help you reach your broad goals and also why these methods and your general approach to teaching would promote learning for this particular group of students in this particular school? (3 Paragraphs)

7) **A Discussion of Technology:** Describe how technology was used or will be used in your lesson and how that use is apt for your students and helps you to reach your enduring understandings and answer your essential questions. Include a discussion of how students used computers and the internet as part of the learning process. (2 Paragraphs)

8) **Individual Lesson Plans** (minimum fifteen for those in regular scheduling). Your plans need to be constructed according to format guidelines presented in the handbook. They need to include methods discussed in ED365 and to a lesser extent ED260. In addition, your plans need to clearly convey how you have taken into consideration English language learners and learners with special needs. In particular, for ELLs, include language goals.

9) **All Handouts (activity sheets, anticipation guides, student worksheets).** These should be included with the plans.

10) **Summative Assessment Device and Formative Assessment Devices:** Describe your assessment plan. Remembering that every lesson must have at least three devices for formative assessment, talk about how you will use those devices plus summative assessment devices to reflect on and improve your instruction.

11) **A Brief Description of Other Lessons You Would Teach in this Unit** (though did not do in your current context). Include goals and activities you would like to have employed.

12) **Annotated Listing of at Least Ten Resources Used Including Websites, Books, People, Teacher Workbooks**

Compile a list of resources that are relevant to your unit. These would include ones that you use and ones that you don't use. The annotation is a few sentences explaining what the item is, how you used it or might have used the item for such a unit, and why you used it or will use it.

Note: On Friday, February 19 you will be turning in a draft of your unit plan. This will allow me to provide a formative evaluation of your progress. Your draft needs to include the description of your school and of the students you are teaching, the broad organizing ideas for your unit with discussion, your rationale for chosen methods (briefer than final because you will not have taught all), at least 3 plans taught with all materials created for your lessons, annotated list with at least four resources, and a brief discussion of where you plan to go in your unit. The draft does not have to be polished and beautiful.

Unit Plan Due, Friday April 2

UNIT PLAN RUBRIC

Criteria for Evaluation: The unit plan will be worth 25% of the final course grade.

Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

CRITERIA FOR EVALUATION OF UNIT PLAN

- ____ 1. The unit plan is coherent in that it is explicitly unified by themes, questions, or broad goals and clearly shows the broad idea within individual plans and throughout the unit.
- ____ 2. Unit Plan is clearly constructed with the particular students and particular school in mind.
- ____ 3. Rich descriptions of the students are presented capturing the diversity within the class.
- ____ 4. Rich descriptions of the school and community are presented.
- ____ 5. Methods used and appropriateness of methods used for students in the class are laid out and explained.
- ____ 6. Rationale clearly presents why the methods used were chosen.
- ____ 7. Content is thoroughly and accurately presented in the unit plan.
- ____ 8. Lessons are complete and detailed as prescribed in the lesson plan handout.
- 9. Lessons:
 - ____ include methods considered in ED365 ,
 - ____ are engaging,
 - ____ include active forms of learning,
 - ____ encourage high order and critical thinking in students,
 - ____ include strategies that are reflective of the discipline being taught (history, economics),
 - ____ include the use of technology,
 - ____ include a variety of interrelated activities.
 - ____ include at least three ways to assess student learning.
- ____ 10. Unit plan teaches to designated standards.
- ____ 11. Unit plan reflects a concern for learners with special needs and linguistically-different students.
- ____ 12. Unit plan includes appropriate and well-designed summative assessments
- ____ 13. Unit plan incorporates principles of best practice in the social studies taught in the course
- ____ 14. Appendix is included with data about school and data about student learning

UNIT PLAN REFLECTIVE CRITIQUE, EDUCATION 358
Save student work. Write informal reflections after lessons.

What is a reflective critique?:

A reflective critique is like a peer microteaching analysis in that you examine your ideas and your plans in relation to what actually happened in your classroom and what you are learning about your students. Here are two questions that will guide your analysis: Given your continuous assessment of student learning, your deeper understanding of the community from which your students come, and your reflections based on that knowledge and those assessments, how will you teach? How does your analysis impact your broader vision of teaching and learning?

Your Task

In around eight pages, write a critique that includes the following elements:

- 1) A brief introduction that reintroduces what your unit plan is all about, who your students are, and the relationship between the two.
- 2) Rich descriptions of your teaching, the methods and strategies as you actually carried them out. Include nuanced discussions of methods that were particularly important for your teaching. And make sure you include talk about methods we considered in class.
- 3) A discussion of what you learned about incorporating technology into your classroom,
- 4) Rich description of student learning **with data** (notes from observers, student work, your notes). This is an extremely important part of your critique. Without rich descriptions backed with evidence, you have little basis for critiquing what you did.
- 5) A discussion of English language learners and learners with disabilities. Make sure you discuss what you learned about how to include them within the classroom and how you help them to be successful at learning.
- 6) A discussion of assessment devices you used. Describe both formative assessments and summative assessments and how you used both to evaluate your teaching.
- 7) A Critique of the implementation of the unit. Here you are describing what worked and what didn't work and explaining why in each instant. Explaining why a method did or did not work elevates your teaching to the hypothetical, where you can intelligently guess what will happen when you try a particular approach in the future. Use your data here, both feedback from others and data from the classroom itself (student work, data you gather after lessons, recollections after each lesson) to provide evidence for your assertions.
- 8) A discussion of how ideas about teaching and learning changed as you actually carried out your plans and came to know your students.
- 9) A personal concluding statement. Respond to inquiries like, What are the strengths and weaknesses in my unit? What am I finding out about myself as a teacher? What am I finding out about my teaching? What are my feelings and thoughts about teaching? What are my personal strengths? areas of weakness? What specifically do I want to build on in my strengths? What specific skills, attitudes, understanding do I want to work on improving in my teaching? What am I finding out about students and schools? NOTE: These are only suggested questions. Answer as many as you like. Make up your own. This is the mandate: You need to have some concluding statement that takes the experience of implementing this plan and brings the experience back to yourself in some way and discusses how you will teach in the future.
- 10) Appendix with evidence. The sections of data are lettered and referred to in the the text of the paper. Here are some suggested items for the appendix:
 - ★ A Variety of Student Work including written work, projects, quizzes ;
 - ★ Data about student responses in class;
 - ★ Cooperating Teacher Notes
 - ★ College Supervisor Notes
 - ★ Peer Notes (if possible)
 - ★ Your own reflective notes on lessons which you should gather after each lesson you teach. [Discuss what should be in those notes]

RUBRIC FOR UNIT PLAN CRITIQUE

Criteria for Evaluation: The unit plan reflective critique will be worth 15% of the final course grade and will be evaluated according to this criteria.

Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

Reflection (Worth Twice the Value of Items in "The Writing" Section)

- ____ 1. Big ideas driving the unit are clearly conveyed,
- ____ 2. Student learning is described in a rich and nuanced manner. Discussion makes clear the unique nature of students and the diversity of learners present in the class.
- ____ 3 Teaching is described in a rich and nuanced manner. The sense of who you are as a teacher comes through.
- ____ 4. Relationships between teaching methods employed and student learning are discussed, especially as they relate to the issue of whether or not broad goals and stated lesson objectives were reached.
- ____ 5. Use of technology in teaching is described and critiqued.
- ____ 6. Extent to which lesson design, accommodations, and teaching approach successfully meet the needs of learners with special needs and English Language Learners is discussed.
- ____ 7. Assertions about teaching and learning and also the relationship between teaching and learning are well supported by evidence, especially data presented in the appendix.
- ____ 8. Describes and documents changes made and will make to teaching including to methods employed, lesson plans, overall unit, manner in which lessons are carried out, classroom climate and more. In addition, the rationale for those changes is explained and supported.
- ____ 9. Is an honest examination of teaching.
- ____ 10. Conveys an overall sense of personal social studies teaching philosophy and preferred teaching style.

The Writing

- ____ 11. A core idea (thread) is presented and developed throughout the paper.
- ____ 12. Clarity is established through well-crafted paragraphs and sentences and well-chosen words.
- ____ 13. The critique has a clear, logical organization.
- ____ 14. The critique includes a strong opening that draws the reader in and a clear conclusion.
- ____ 15. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.