



1742

# MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

by

EDUC 359.2 Pre-student Teaching,  
Stage 3 • Dr. Unger • Spring 2016  
610-625-7902

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Office Hours: M, T., Th 1:00-2:30 &  
appointment

<p><i>EDUC 359.2</i> in a half unit course. Students will learn how to develop and apply curriculum into a meaningful early childhood pre-student teaching experiences that are developmentally appropriate. Students will use knowledge learned from other courses and integrate the curriculum to provide a more comprehensive program that meets the diverse and changing needs of every child from the beginning to end of the year. Using developmentally sequenced activity, the pre-service teachers will be able to organize scaffolded experiences in all learning domains into a fully integrated curriculum.</p>	<p>Students in EDUC 359.2 must have:</p> <ol style="list-style-type: none"> <li>1. A minimum grade point average of 2.7</li> <li>2. Passed the PPST</li> </ol>
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## OVERVIEW OF PROGRAM:

The educational philosophy of Moravian College's Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

## EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

## PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.

- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety of formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

#### ***PURPOSE OF COURSE:***

The course provides students with all aspects of an early childhood classroom life, including ways of observing and assessing children age three to nine. This course promotes learning and development so that future teachers will begin right from the start with assessment methods that supports developing children and intentional teaching. It provides methods need to observe and assess children's progress over time. Concentrating on the "how" of curriculum as well as the "what and why" It translates theory into best practice that is developmentally appropriate, accommodates individual differences and social, cultural diversity. Building on effective partnership with family and community, students will learn how to develop effective curriculum.

#### ***LEARNING ACCOMMODATIONS:***

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

#### ***TECHNOLOGY STATEMENT:***

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

#### ***PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:***

PDE has produced academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

#### ***FIELD COMPONENT STATEMENT:***

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the

Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

**OTHER INFORMATION:**

**Academic Honesty:** Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

**Absence Notification** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

**Food** = Water is allowed. Food is allowed if you bring enough for everyone.

**Cell Phones** = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

**Expected Work Load** – For this course, it is expected that you will work between 4-8 hours for preparation for each class outside of class.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

**Plagiarism:** Always cite your sources if the ideas are not original. If you do plagiarize, you will be reported to the Dean and will receive a failing grade.

**Grading:**

**C= 74-76% (C- = 70-73%) (C+ = 77-79%)** You meet all requirements adequately.

**B= 84-86% (B- = 80-83%) (B+ = 87-89%)** You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

**A= 94-100% (A- = 90-93%)** Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work:**

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**Written work requirements:**

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders even in the Pre-student Teaching Portfolio.**

**Class Arrangements:** Tuesday – 10:20-11:30 A.M.

We meet every week. Our class structure will vary. There will be interactive small and large group assignments, reflective journal responses, class presentations, and teaching videos. You will be required to view some videos, case studies, and other media on your own time. We will review and discuss the pre-student teaching experiences. Weeks may vary, but I will give you an advanced daily schedule on Blackboard.

**Professionalism:**

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

**Professionalism Scoring Rubric**

<b>Attendance</b>	Arrived and left on time  50%	Late or left early  40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse  10%
<b>Participation</b>	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared  50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work  40%	Participates when called on, supports group projects, comes to class not quite prepared <b>or</b> is occasionally busy eating  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared <b>or</b> is busy eating  10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will tally this weekly.

**Text and Supplies:**

Johns, J., Lenski, S. & R. Berglund. *Comprehension and Vocabulary Strategies*. IA: Kendall/Hunt.

One-inch binder for field portfolio and dividers (can be self-made)

Three hole punch

Other materials for portfolio and class supplies as needed

**Expected Student Learning Outcomes:** Outcomes in pre-student teaching and class

1. Student will apply a variety of participation methods to their pre-student teaching experience. 0001:4,6,7; 0005:1,5
2. Students will be aware of social/emotional development and strategies to support young children. 0001:2,8

3. Students will be able to identify and support motor development. 0001:3
4. Student will observe and design higher-order thinking activities in math and science. 0001:7; 0010; 0012; 0013
5. Students will have experienced becoming a professional in a professional setting. 0004:6; 0005:7
6. Students will use PDE's website, SAS. 0001:5; 0002:2,3

**Evidence of Learning:** Assessment tools follow weekly schedule.

1. Pre-student Teaching Portfolio = 70% - **Due April 19, 2016** at class time
  - a. Pre-student Teaching Portfolio that includes significant integrated lesson plans and self-assessments = 60%
  - b. Evaluations of cooperating teacher and supervisors = 40%
2. Pre-student teachers' in-class strategy presentations, signing onto Blackboard, attendance and written assignments = 30%

**Draft Weekly Schedule:**

Week	Assignment	Topics
Jan. 19 Intro	*Read syllabus * Review stage 3 of pre-student teaching *Sign onto Blackboard *Review Blooms Taxonomy- in the appendix and more	<b>Intro</b> to course – <b>Think-Pair-Share-</b> Pre-student Teaching syllabus <b>Pre-student Teaching Handbook</b> <b>Review Text and the format</b>
Jan 26	* Develop concepts about Comprehension and Vocabulary across curriculum	<b>Table talk-</b> What are comprehension strategies? When do you use them? <b>Table Team-</b> When do you use vocabulary strategies? What are they? <b>Quick write</b> Sign up for strategies
Feb 2	Lesson planning	<b>Pairs:</b> Share a lesson plan and evaluate it. Each person critics partner's plan
Feb 9	* 2 comprehension strategies	<b>Discussion:</b> What does pre-student teaching look like? What can I do to make it better? <b>Sharing</b> 2 strategies by 2 people
Feb. 16	* 2 comprehension strategies	<b>Sharing</b> 2 strategies by 2 people Letter of introduction updated
Feb. 23	* 2 comprehension strategies	<b>Sharing</b> 2 strategies by 2 people Review the assessment form for pre-student teaching
Mar. 1 Mid-term	* 2 comprehension strategies	<b>Sharing</b> 2 strategies by 2 people  <b>Discussion on how we can use them in the classroom</b>
Mar. 15	*2 vocabulary strategies	<b>Sharing</b> 2 strategies by 2 people <b>Discussion on how we can use them in the classroom</b>
Mar. 22	*2 vocabulary strategies	<b>Sharing</b> 2 strategies by 2 people  <b>Discussion on how we can use them in the classroom</b>

Mar. 29	*2 vocabulary strategies	<b>Sharing</b> 2 strategies by 2 people <b>Discussion on how we can use them in the classroom</b>
April 5	*2 vocabulary strategies	<b>Sharing</b> 2 strategies by 2 people <b>Discussion on how we can use them in the classroom</b>
April 12	Draft copy of portfolio	<b>Review portfolios</b> <b>Discussion on how we can improve them. Portfolios will be graded only once this time. Graded portfolios are final.</b>
April 19	Portfolios are due	<b>Portfolio due</b> <b>Group Share</b> -Each person share a portfolio highlight
<b>April 26</b>		Return portfolios <b>Closure</b> – Table team web of what they have learned from their pre-student teaching experience.
Finals week		

**I. Lesson Plan Heading:**

- A. Your name
- B. Date of lesson
- C. Expected length
- D. Grade, discipline, and topic
- E. Cooperating teacher's name
- F. Cooperating teacher's email
- G. Cooperating teacher's signature and date lesson plan was received

**II. Big Idea** (major understanding): What is the larger idea associated with this lesson that transcends grade level?

**III. Essential Questions:** Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

**IV. Pennsylvania State Standards/Eligible Content**

**V. General Objectives:** Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**VI. Behavioral Objectives:** Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

**VII. Instructional Materials**

**VIII. Vocabulary:** Tier 3; words and language specific to the content area

**IX. Instructional Procedures:**

- A. Introduction
- B. Motivation
- C. Development
  - a. What does the teacher do?
  - b. What do the students do?
  - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners
- E. Summary and Closure
- F. Assignment

**X. Assessment:**

- A. Formative
  - a. Describe the student products or performances you will look at and how they will be evaluated.
  - b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

**XI. Reflection & Self-Evaluation:**

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

**XII. Suggested Instructional Strategies** – What instructional practices or strategies will be used?

- W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- R:** How will you cause students to reflect, revisit, revise, and rethink?
- E:** How will students express their understandings and engage in meaningful self-evaluation?
- T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?



## Written and Oral Strategy Presentation with Technology submission

**Each demonstration lesson should be about 20 minutes**

**Assessment Form**

**For:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Strategy Lesson Title:** \_\_\_\_\_

**5= Exceeds Competency 4= Meets Competency 3= Missing one element**  
**2= Emerging Development 1= Needs Improvement 0= Not observed**

**Part 1 = Written part of Strategy = Taught to pre-service teachers = submitted 48 hours before lesson is taught**

\_\_\_\_\_ Complete lesson plan for this lesson taught to pre-service teachers

\_\_\_\_\_ **Technology:** Use more than just PowerPoint. Use additional technology to help and support your strategy. Make sure you add the banner. **(Make copy to be submitted) 10 pts.**

FOCUS		TEXT		WHEN			WHY									HOW			
Comprehension	Vocabulary	Narrative	Informational	Before Reading	During Reading	After Reading	Predicting	Connecting	Questioning	Using Text Structure	Visualizing	Inferring	Summarizing	Synthesizing	Determining Importance	Individual	Partner	Small Group	Whole Group

**Part 2 = Oral part of lesson = Introduction of strategy**

\_\_\_\_\_ **Overview or agenda of total lesson** – What will we be doing?

\_\_\_\_\_ Well-stated (clearly articulated) introduction so we know exactly what the strategy is – don't rush through this

\_\_\_\_\_ Explain how to differentiate strategy for ELL, Delayed readers, and others

**Part 3 = Model lesson of application – Teach us how to use strategy in a classroom**

\_\_\_\_\_ Tell us how would you introduce strategy **to children** – What are the children learning and why? State rationales for using the strategy – **when and why** use this strategy

\_\_\_\_\_ Motivation for strategy: Develop a way to motivate us or your students about your strategy. Show us. Make it a concrete experience!!!!!!

\_\_\_\_\_ Development – Clear explanation of how to do the strategy, step-by-step **modeling/explaining** – Make it real for us – Use technology or chart, or anything so we can follow your explanation

\_\_\_\_\_ Summary and Closure for your strategy keeping it within that 20-minute window

\_\_\_\_\_ **/50 Total points = Grade =** \_\_\_\_\_

## B. Portfolio Evaluation

The portfolio must be written via word processing and must contain the following components:

1. Complete content area lesson plans.
  - a. Minimum of two teaching experiences, math and literacy.
  - b. Each lesson plan must include a self-evaluation.
  - c. Each lesson must have your cooperating teacher's signature that she/he saw your lesson plan 48 hours in advance of teaching it.
  - d. 2 to 3 copies of student work samples for each of your lessons.
  - e. Prepared materials.
  - f. Pictures (check with the principal concerning school policy).
  - g. Cooperating teacher's **assessment** of plans and lesson
2. Additional materials and pictures to support the experience.
3. Comprehension and Vocabulary Strategies complete lesson plans:
  - a. Minimum of two teaching experiences **different than the content area lessons with complete lesson plans**
  - b. Use a different strategy imbedded in each of the two lessons
  - c. In the lesson plan include the guidelines from Content area lesson plan requirements (a.-g)
4. Develop teaching materials to support three self-designed experiences for the students with a description of **pictures, purpose, how to and overall results**. They are three tasks, (1). a learning game, (2). an assessment, and (3). one other interactive experience. These should be connected to some content area that is being taught to your students. They should be created by you and used by your students.
5. A final reflective essay comparing your stage 3 pre-student teaching experience to what you have learned about teaching in your methods classes (2 to 3 pages). You must discuss how the theory you learned in class translates into the practice you experienced in the early childhood. How did you apply your method courses to your real teaching? Be very clear with the connections.

Your grade will be determined by:

Cooperating teacher's/supervisors' evaluations ..... 40 points

Portfolio evaluation ..... 60 points

**EDUC 359.2: Assessment for Early Childhood and Middle  
Level Pre-Student Teaching Experience**

**Student Name:**

**Date:**

**School:**

**Grade Level:**

**Cooperating Teacher:**

Presentation and overall organization ..... / 5

**Two lesson plans** in content area that represent method courses for that semester.

Math content area lesson plan (WHERE TO, student samples **(3)**, self-evaluation, pictures, cooperating teacher's assessment, **verification** that cooperating teacher saw lesson plan 48 hours prior to the teaching) ..... /12

Literacy content area lesson plan (WHERE TO, student samples **(3)**, self-evaluation, pictures, cooperating teacher's assessment, **verification** that cooperating teacher saw lesson plan 48 hours prior to the teaching) ..... /12

**Two lesson plans** with special focus on "Comprehension and Vocabulary Strategies"

Develop two complete lesson plans which describe a different strategy used in each lesson include pictures, etc. .... /14

Additional pictures of teaching materials to support experience with a description of **purpose**, **how to** and **overall results**..... /12

1. Learning Game ..... (4)
2. Assessment Tool ..... (4)
3. One of the following ..... (4)
  - Interactive Bulletin Board
  - Learning Center

Final reflective essay..... / 5

**Portfolio Total** ..... / 60

**Cooperating Teacher/Supervisor Evaluation** ..... / 40

**Total for Experience** ..... / 100

- ☐ **Student is prepared for the student teaching experience.**
- ☐ **Student needs additional, successful field experience to develop his/her full potential.**