

SLIPPERY ROCK UNIVERSITY
ELEMENTARY
FIELD EXPERIENCE
HANDBOOK



2004-2005

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ELEMENTARY EDUCATION/EARLY CHILDHOOD DEPARTMENT

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DEPARTMENT VISION STATEMENT

Since it's beginning in 1889, when it was known as Slippery Rock Normal School, Slippery Rock University's primary mission has been the preparation of teachers. Over the past century, the university has grown to include a variety of majors, however, the solid reputation of its outstanding teacher preparation programs has remained.

As we begin the next millennia, the goal of the Elementary Education/Early Childhood Department is to equip our graduates to meet the professional challenges of classrooms and school communities for the 21st century.

In order to accomplish this goal, our program is designed to develop students who:

- Believe that all children can learn.
- Believe that every child, regardless of their uniqueness, is an important member of the classroom.
- Understand what children at various ages or stages of development typically know and do so that they can use this information to help them plan, teach, and assess children appropriately and equitably.
- Demonstrate a professional attitude at the university and in school-based experiences.
- Develop habits of critical reflection about their teaching in particular and about general educational issues.
- Recognize that learning is an ongoing, lifelong process and therefore they must demonstrate the willingness to learn new information, expand their understanding of children, and demonstrate teaching strategies, which engage children in the learning process.
- Design instructional opportunities, which actively engage children in meaningful learning opportunities and activities.
- Analyze and research problems related to the teaching-learning process and develop potential solutions.
- Exhibit both flexibility and persistence.

COURSE OUTCOMES

Candidates who satisfactorily complete ELEC 320 Elementary Field Experience will show growth in each of the four domains of the SRU Framework for Teaching. Each domain contains multiple elements that are further explained by the descriptors below. These should serve to illustrate and describe what is meant by each component. The list is not definitive, but representative of each component. Those underlined and in bold type should be considered developmentally appropriate for this experience.

Domain 1: Planning, Preparation, and Assessment

1a: Demonstrating Knowledge of Content and Pedagogy	
	<ul style="list-style-type: none"> • applies accepted learning principles • prepares for and knows assigned content • writes lesson plans that contain accurate information • identifies common student misconceptions and likely sources of error • selects teaching techniques appropriate to students' ability levels and the content • makes reference to relevant school, district, state and national standards
1b: Demonstrating Knowledge of Students	
	<ul style="list-style-type: none"> • employs principles of human growth and development • shows understanding of and sensitivity to community and cultural norms • shows sensitivity to student needs • becomes familiar with what students know and can do • becomes familiar with what interests students • values the resources individual students bring to the classroom
1c: Selecting Instructional Goals and Objectives	
	<ul style="list-style-type: none"> • analyzes needs of diverse learners • identifies important concepts and skills • writes clear goals and objectives in the form of what students will learn • matches goals and objectives to students' ability levels • writes goals and objectives that correspond to viable methods of assessment • provides a rationale for decisions
1d: Demonstrating Knowledge of Resources for Teaching and for Students' Use	
	<ul style="list-style-type: none"> • uses school and district resources • uses technology to locate and obtain resources • goes to libraries and other community organizations to get resources
1e: Designing Coherent Instruction	
	<ul style="list-style-type: none"> • plans thoroughly and consistently • meets students' current needs and leads into the next level of learning • selects appropriate instructional groups • uses a variety of instructional techniques and materials • designs activities that represent relevant and authentic applications of knowledge • incorporates students' interests into lessons • organizes necessary materials, supplies, and equipment • develops long-term instructional sequences
1f: Assessing Student Learning	
	<ul style="list-style-type: none"> • selects or designs appropriate formal/informal assessment materials • adjusts assessment methods for varying students' needs and abilities • articulates congruence of assessment methods with instructional goals and objectives • clearly communicates criteria and standards to students • uses assessment results in planning subsequent instruction • documents student progress • utilizes techniques for student self-assessment

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport	
	<ul style="list-style-type: none"> • respects and values individual differences • relates positively to students • shows concern for students • establishes appropriate rapport with students • encourages responses and interactions that foster positive relationships among students
2b: Establishing a Culture for Learning	
	<ul style="list-style-type: none"> • identifies factors that affect students' learning and behavior • cultivates students' interest in the value of the content • instills pride in learning

	<ul style="list-style-type: none"> provides students with opportunities for optimal learning
2c: Managing Classroom Procedures	<ul style="list-style-type: none"> uses routine techniques for managing instructional groups makes smooth transitions with little loss of instructional time uses efficient routines for handling materials and supplies uses effective strategies for managing non-instructional duties supervises appropriately volunteers and paraprofessionals
2d: Managing Student Behavior	<ul style="list-style-type: none"> observes and monitors student behavior develops and applies consistently classroom standards of conduct monitors the interactions of instructional groups to maximize productivity responds appropriately to student behavior works with students to encourage positive behavior choices encourages student self-discipline
2e: Organizing Physical Space	<ul style="list-style-type: none"> creates and maintains a physical environment that is safe develops functional arrangements conducive to learning arranges space so all students have access to learning

Domain 3: Instruction and Communication

3a: Communicating Clearly and Accurately	<ul style="list-style-type: none"> uses appropriate and expressive vocabulary spells correctly writes legibly uses voice effectively through proper enunciation, volume, pitch, and speed uses good grammar and syntax expresses ideas clearly and concisely expresses ideas accurately and logically utilizes appropriate eye contact, posture, and other nonverbal gestures communicates equitably across various subgroups of students
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> uses questions at various cognitive levels to encourage movement to higher levels of thinking uses open-ended questions uses questions that encourage exploration of content uses adequate wait time after asking questions and after students respond probes student responses seeking clarification or elaboration engages all students in discussion
3c: Engaging Students in Learning	<ul style="list-style-type: none"> connects lesson content to students' knowledge, interests, experiences, and culture communicates goals, objectives, directions, and procedures clearly selects examples and metaphors that illustrate new ideas and skills paces lessons appropriately based on students' needs and abilities incorporates a variety of activities and materials suitable to instructional goals and objectives emphasizes problem-based learning permits student choice and initiative
3d: Providing Feedback to Students	<ul style="list-style-type: none"> provides accurate, specific, and substantive feedback provides constructive feedback that advances understanding gives feedback in a timely manner sensitive to verbal and nonverbal signals from students that indicate lack of understanding handles incorrect or misleading student responses in a manner that encourages learning
3e: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> accommodates exceptionalities revises activities during instruction in response to student feedback

- adjusts instruction to use teachable moments
- persists in seeking to help students who are disengaged or who are having difficulty learning
- exhibits initiative, originality, and creativity
- reflects upon teaching and continually refines instruction

Domain 4: Professional Responsibility

4a: <i>Reflecting on Teaching</i>	<ul style="list-style-type: none"> • articulates an understanding of lesson goals and objectives • states the strengths and weaknesses of lessons • analyzes the results of students' participation • evaluates instructional sequence • supports judgments with data related to lessons • writes reflections about lessons • develops written plans for improvement • accepts feedback and implements recommendations
4b: <i>Maintaining Accurate Records</i>	<ul style="list-style-type: none"> • records accurately and maintains the results of student's assignments • records systematically information about student progress in learning • keeps complete records about non-instructional activities
4c: <i>Communicating with Families</i>	<ul style="list-style-type: none"> • follows proper procedures regarding confidentiality • communicates positive information and concerns to parents/guardians • participates in parent-teacher conferences
4d: <i>Working in and Contributing to the School and District</i>	<ul style="list-style-type: none"> • works well with others • seeks help from other professionals concerning teaching and learning • participates in school-related activities
4e: <i>Growing and Developing Professionally</i>	<ul style="list-style-type: none"> • participates in student teaching seminars and other required university events • attends school and district professional development programs • joins professional organizations • reads professional journals • shows commitment to professional growth and development • articulates a personal philosophy of education that reflects growing self-awareness
4f: <i>Showing Professionalism</i>	<ul style="list-style-type: none"> • attends promptly and regularly • completes schedules, assignments, and other paperwork on time • completes work in the manner prescribed • dresses commensurate with professional responsibilities • has neat grooming and practices good personal hygiene • follows school and class rules • follows relevant codes of ethics for the teaching profession • follows proper procedures for reporting students' welfare • shows respect for school and personal property • makes an effort to challenge stereotypical attitudes

COLLEGE OF EDUCATION STATEMENT ON DIVERSITY

The College of Education's diversity program is linked to the overall plan set forth by Slippery Rock University, a plan developed and implemented by the Office of Social Equity that focuses its efforts on major diversity issues. First, significant and long-standing efforts are devoted to ethnicity issues as they relate to all groups, but particularly to the African-American and Latino populations. Second, recent efforts have addressed the various needs of students and the faculty and staff members with whom they must interact, who fall under the Americans with Disabilities Act. By developing approaches to assist members of this rapidly growing

population and by dealing openly and candidly with diversity issues, a contribution is made to candidate learning, development, and retention. The operating goals of social equity therefore are derived from a cognizance of national diversity concerns, diversity initiatives from the State System of Higher Education, and the historic commitment of the university to equality.

The College of Education is committed to ensuring that its candidates will understand the role of diversity and equity in the teaching and learning process. Diversity, as interpreted by the unit, addresses issues related to culture, race, ethnicity, gender, sexual orientation, age, national origin, physical or mental ability, religion, and socioeconomic backgrounds. This interpretation is much broader than most institutional perspectives. Diversity refers to the all-inclusive mixture of differences and similarities along a given dimension, resulting in a mixture of people of all cultures and backgrounds working together in the same space and time. Our challenge is to create an environment in which diversity can flourish within the context of a universal set of values and principles of interaction.

FIELD EXPERIENCE REQUIREMENTS

The following paragraphs pertain to the essential requirements of the Elementary Field Experience Program. Each candidate must complete the prerequisite content area courses in Block 1 and 2 and should be prepared to plan and teach lessons to school-aged children. Candidates should use the field experience as an opportunity to connect what they have learned in theory at the university to the practice of teaching children in the elementary school.

Attendance

Attendance is required. The candidate is expected to be present and on time for each scheduled field day. If a candidate is absent, he/she must make up each day within ten (10) days after the last scheduled field day. The candidate must work out the make-up days with his/her cooperating teacher and university supervisor. After a total of three (3) absences from field, candidates will receive an Incomplete or NC for the course. Candidates must contact their cooperating teacher and supervisor as soon as possible if they are ill and miss a field day.

Lesson Plans

Written lesson plans are required for all lessons. Plans must include at a minimum:

- Overt and measurable objectives stating the purpose of the lesson.
- Connection to appropriate national or state content standards.
- List of materials needed for the lesson.
- Use of an engagement phase, anticipatory set, or motivational technique to begin the lesson.
- Procedures describing the sequential means to achieve the objective.
- Provide closure that summarizes or recaps the lesson intent.
- Includes a method for assessing student understanding of the concepts by selecting or designing appropriate informal/formal assessment technique(s) based on the stated objectives.
- Includes a brief description of extension activities in the event that lessons (or students) are completed early or reinforcement is needed.
- Includes a reflection after the lesson is presented that describes what went well, what did not go well, and what would be changed if the lesson was taught again.

The lesson plans should be clear, easy to read, and organized in a folder. Lesson plans should be prepared in advance and approved by the cooperating teacher at least 24 hours prior to teaching the lesson. The

supervisor will evaluate them upon visits to the classroom. A clean copy of the lesson plan should be given to the supervisor at the beginning of a scheduled observation. A sample lesson plan format is included in the Appendix of this handbook, however the cooperating teacher and university supervisor can modify the lesson template to meet the needs of the individual classroom environment as appropriate. Repeated failure to turn in lesson plans in advance will result in the student receiving a grade of 'NC' for the field experience.

Formal Observations

Each candidate will be observed by the university supervisor while teaching two (2) lessons. For each lesson, the candidate is responsible for:

1. Consulting with the cooperating teacher in the planning and scheduling of the observation.
2. Informing the supervisor of the time scheduled for the observation.
3. Having the lesson plan approved by the cooperating teacher.

Seminar Requirements

Candidates will meet with their assigned university supervisors before the field experience begins. At that time, the university supervisor will provide candidates with detailed information about:

1. Lesson plan format and requirements for planning and teaching lessons.
2. Professional dispositions and evaluation requirements to successfully complete the elementary field experience.
3. Observation guidelines and performance expectations for formal lessons.
4. Site-specific assignments that focus on the school environment and culture.
5. Strategies for incorporating appropriate technology.

Grading

Elementary Field Experience is a three-credit course in which the candidate receives a grade of pass (P) or No Credit (NC). In the event that a student receives a grade of NC, he/she must retake Elementary Field Experience at the earliest opportunity, and must complete it successfully prior to moving on to student teaching. It is strongly suggested that the candidate confer with his/her university supervisor, academic advisor, and field experience coordinator regarding the nature and time of a second field experience assignment.

The grade a student receives in the field experience is based upon the professional judgment of the university supervisor with input from the cooperating teacher. The assessment is based on the evidence gathered during the course of the field experience that documents progress and growth in each domain of the framework. It is policy that anyone receiving a rating of Unsatisfactory for any Professional Dispositions, or Unsatisfactory in any two or more categories on the Elementary Field Experience Evaluation Form from the university supervisor will receive a grade of NC for the field experience.

A grade of NC is an indication that there is a serious reservation by the university supervisor with regard to the candidate's suitability for the teaching profession. A person receiving a grade of NC should reflect deeply about the advisability of continuing in the elementary education program. However, a grade of NC might also indicate that the student needs more experience in a classroom setting before continuing in the teacher preparation program.

A grade of P indicates that the candidate has shown sufficient potential for the profession to earn the opportunity to student teach. In summary, the candidate has satisfactorily demonstrated growth in each domain of the SRU Framework and may continue in the teacher preparation program.

SUGGESTED CLASSROOM ACTIVITIES FOR ELEMENTARY FIELD EXPERIENCE

Field experience should provide the candidate with a range of activities and experiences in an elementary classroom. The cooperating teacher should select activities based on the circumstances of both the characteristics of the classroom and the outcomes of the field experience program. The following types of activities and experiences are suggested:

1. Observe and analyze
 - a. school structure, facilities and resources
 - b. curricular and instructional materials
 - c. technological resources
 - d. student behavior (group and individual)
 - e. instructional and assessment practices
 - f. classroom management practices
2. Interviews
 - a. principal
 - b. school specialists (psychologist, nurse, guidance counselor, etc)
 - c. teachers (the cooperating teacher and others)
 - d. elementary students
 - e. other university students in the building
3. Clerical tasks
 - a. take attendance, lunch count, and other opening activities
 - b. evaluate student work (grade homework, spelling tests, etc)
 - c. maintain files, keep records, develop seating charts
4. Plan for instruction
 - a. develop lessons
 - b. create units
 - c. locate instructional resources
 - d. organize field trips
 - e. arrange for guest speakers
 - f. collaborate with the cooperating teacher
5. Teach lessons
 - a. Tutor individuals
 - b. Teach small groups
 - c. Teach lessons to whole class
 - d. Team teach with the cooperating teacher

Cooperating teachers may assign students to create bulletin boards and design other projects or materials to assist in the daily operation of the classroom. Candidates should offer to participate in projects and assist with extra-curricular activities.

LESSON PLAN FORMAT

This is a generic format that can be altered to meet the individual learning situations and to meet district guidelines. Both the cooperating teacher and the university supervisor should approve changes to the format and structure of the plan.

1. **Goal or Outcome:** This statement should be stated as what you want the students to learn or understand as a result of the lesson you are teaching.
2. **Objective:** This should be a statement of what the students should be able to do or demonstrate as part of the learning experience of the lesson, written in observable and measurable terms. It needs to be connected to your assessment techniques. It should not be your procedure.
 - a. “The students will work in groups” is NOT an objective.
 - b. “The students will use a Venn diagram to compare and contrast the differences between insects and spiders” is an objective. They may do this in groups but that is procedural not part of the objective.
3. **Standards:** Connection to the national and/or state content areas standards that apply. Individual school district standards may also be connected as appropriate.
4. **Materials:** List the materials you will use for your lesson. Include textbook, paper, pencils, crayons, and scissors in addition to any manipulatives or concrete materials required for your lesson.
5. **Procedure:** Your lesson needs to have a:
 - a. **Beginning-** Anticipatory set, engagement phase, set induction, or any of the terms used to describe how you will set the stage for the lesson and gain student focus for the lesson.
 - b. **Middle-** This is the part of the lesson plan where you describe how you will teach your lesson, develop the concepts, and structure the learning. You will need to include information about transitions and describe how the lesson unfolds. Include information about adaptations and accommodations needed for individual learners.
 - c. **Ending-** This is the closure. Wrapping up the lesson is critical. The purpose is to clarify and summarize the goals and objectives of the lesson.
6. **Assessment:** You need to state how you will know that you have met your objectives. This can be informal or formal depending on the specifics of your lesson. If adaptations and accommodations are necessary, be certain to describe them here.
7. **Reflection:** There are three basic components to this. You need to include information about the students you taught as well as your teaching. Details are important.
 - a. What went well? How did the lesson impact student learning and understanding? How well were you prepared to teach the lesson?
 - b. What didn't go well? What did you learn from teaching this lesson about yourself and your students?
 - c. What would you do differently? How could you teach the lesson better? What do you need to do to ensure students succeed?

Slippery Rock University Elementary/Early Childhood Department
 Elementary Field Experience Evaluation Form
 (Cooperating Teacher)

Name of Field Student: _____ School: _____
 University Supervisor: _____ Grade: _____
 Cooperating Teacher Signature: _____ Date: _____

Based on this student's participation as a field student under my supervision, the ratings below represent my professional judgment as to his/her proficiency in each of the following domains:

<u>Domain</u>	<u>Teaching Performance</u>	<u>Superior</u> The candidate usually and extensively demonstrates indicators of performance.	<u>Satisfactory</u> The candidate sometimes and adequately demonstrates indicators of performance.	<u>Unsatisfactory</u> The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
Planning Preparation Assessment	Demonstrates knowledge of content and pedagogy			
	Demonstrates knowledge of students, how they learn, and what they need			
	Sets clear instructional goals and objectives			
	Selects and uses appropriate and effective resources for teaching			
	Designs lessons for coherent instruction			
	Uses appropriate and effective assessment strategies			
Classroom Environment	Creates an environment of respect and rapport			
	Establishes a culture for learning			
	Effectively manages classroom procedures			
	Effectively manages student behavior			
Instruction and Communication	Communicates clearly and accurately (oral and written)			
	Effectively uses questions and discussion techniques			
	Engages students in learning			
	Provides accurate and specific feedback to students			
	Demonstrates flexibility and responsiveness			

Comments: _____

Cooperating Teacher's Evaluation of Teacher Candidate: Professional Dispositions

Name of Field Student: _____ Date: _____

Cooperating Teacher's Signature: _____

<u>Dispositions</u>	<i>Distinguished</i> Exceptional evidence	<i>Proficient</i> Strong evidence	<i>Basic</i> Some evidence	<i>Unsatisfactory</i> Little or no evidence	<i>Not Observed</i>
Shows enthusiasm for the teaching/learning process.					
Engages in positive, cooperative relationships with faculty, peers, and students.					
Demonstrates a reflective approach towards teaching and learning.					
Respects diversity of people of all cultures and backgrounds and values individual differences.					
Takes initiative to meet or exceed stated field requirements.					
Prepares thoroughly and consistently for all lessons and activities.					
Models appropriate oral and written language.					
Demonstrates respectful behavior towards peers, children, cooperating teacher, and supervisor.					
Models appropriate grooming and dress.					
Attends and is punctual throughout field experience.					
Accepts feedback and uses suggestions to alter behavior.					

Comments: _____

Slippery Rock University Elementary/Early Childhood Department
Elementary Field Experience Evaluation Form
(Field Supervisor)

Name of Field Student: _____ School: _____
Cooperating Teacher: _____ Grade: _____
Supervisor Signature: _____ Date: _____

Based on this student's participation as a field student under my supervision, the ratings below represent my professional judgment as to his/her proficiency in each of the following domains:

<u>Domain</u>	<u>Teaching Performance</u>	<i>Superior</i> The candidate usually and extensively demonstrates indicators of performance.	<i>Satisfactory</i> The candidate sometimes and adequately demonstrates indicators of performance.	<i>Unsatisfactory</i> The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
Planning Preparation Assessment	Demonstrated knowledge of content and pedagogy			
	Demonstrates knowledge of students, how they learn, and what they need			
	Sets clear instructional goals and objectives			
	Selects and uses appropriate and effective resources for teaching			
	Designs lessons for coherent instruction			
	Uses appropriate and effective assessment strategies			
Classroom Environment	Creates an environment of respect and rapport			
	Establishes a culture for learning			
	Effectively manages classroom procedures			
	Effectively manages student behavior			
Instruction and Communication	Communicates clearly and accurately (oral and written)			
	Effectively uses questions and discussion techniques			
	Engages students in learning			
	Provides accurate and specific feedback to students			
	Demonstrates flexibility and responsiveness			

Comments: _____

Supervisor's Evaluation of Teacher Candidate: Professional Dispositions

Name of Field Student: _____ Date: _____

Supervisor's Signature: _____

<u>Dispositions</u>	<i>Distinguished</i> Exceptional evidence	<i>Proficient</i> Strong evidence	<i>Basic</i> Some evidence	<i>Unsatisfactory</i> Little or no evidence	<i>Not Observed</i>
Shows enthusiasm for the teaching/learning process.					
Engages in positive, cooperative relationships with faculty, peers, and students.					
Demonstrates a reflective approach towards teaching and learning.					
Respects diversity of people of all cultures and backgrounds and values individual differences.					
Takes initiative to meet or exceed stated field requirements.					
Prepares thoroughly and consistently for all lessons and activities.					
Models appropriate oral and written language.					
Demonstrates respectful behavior towards peers, children, cooperating teacher, and supervisor.					
Models appropriate grooming and dress.					
Attends and is punctual throughout field experience.					
Accepts feedback and uses suggestions to alter behavior.					

Comments: _____
