

Lock Haven University  
University Curriculum Committee

PROPOSAL COVER SHEET

Course #: EDUC 428/429 Title: STUDENT TEACHING + Professional Practice  
Early Childhood Education 1 & 2 7/7 sh

\*\* See the back for instructions on listing the course number and how this document should be routed through the curricular process.

New Course  Drop Course  New Degree  Drop Degree  Revision  Other

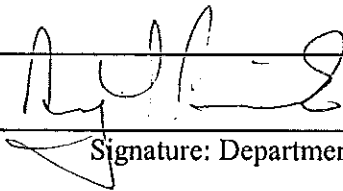
Briefly state the reason for the revision \_\_\_\_\_

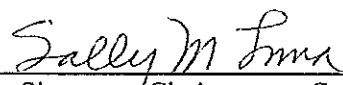
Applicable overlay(s)  IL  MC  EE \_\_\_\_\_ (units)  WE

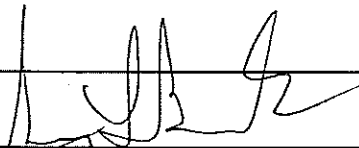
Prerequisites:  Not Applicable  Change (Addition/Removal)

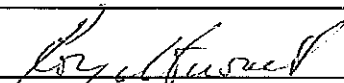
Please Specify any changes Revisions to meet INTASC standards

Please Specify the effective date of these changes Immediately

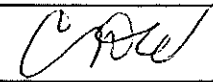
	2/07/03	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Disapprove
Signature: Department Chairperson	Date	Recommendation	

	3-11-03	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Disapprove
Signature: Chairperson, College Curriculum Subcommittee or Graduate Curriculum Subcommittee	Date	Recommendation	

	12-12-03	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Disapprove
Signature: Chairperson, University Curriculum Committee	Date	Recommendation	

	12-22-03	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Disapprove
Signature: Vice President for Academic Affairs	Date	Recommendation	

PROVOST - Does this proposal need to go to the:  Board of Governors  Council of Trustees

	12/23/03	<input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Disapprove
Signature: President	Date	Recommendation	

Sent  
12-23-03  
DVS

LO LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
LOCK HAVEN, PENNSYLVANIA  
COLLEGE OF EDUCATION AND HUMAN SERVICES

SYLLABUS  
STUDENT TEACHING AND PROFESSIONAL PRACTICUM  
Early Childhood Education 1 and 2  
EDUC 428/429

**I. Introductory Information**

- A. **Department Name:** Elementary and Secondary Education
- B. **Department Catalog Numbers:** EDUC 428/429
- C. **Course Title:** Student Teaching and Practicum: Early Childhood Education 1 and 2
- D. **Semester Hours of Credit:** 7/7
- E. **Clock Hours Per Week:** Student completes teacher's day at site and two hour practicum once a week.
- F. **Overlays:** Meets External Experience (EE) for general education requirements. Meets Information Literacy (IL) overlay and meets Writing Emphasis (WE) overlay. Multicultural placement in student teaching will meet the MC requirement. (\*Determined by the placement and the student teacher's background).
- G. **Restrictions Upon Student Registration:** To register, a student must meet Pennsylvania State Teacher Education Guidelines in overall average and average in major, no courses less than a "C" in professional courses, and a successful clinical field experience.

**II. Description of the Course**

- A. **Catalog description:** Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

**III. Exposition**

- A. **Objectives—Student Teaching**  
Upon completion of this course participants will be able to:
  - 1. **Demonstrate knowledge of subject matter.**
    - a. Display extensive content knowledge and active pursuit of further learning.
    - b. Use effectively multiple representations and explanations of subject matter concepts that capture key ideas and links them to students' prior understandings.
    - c. Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several areas and make connections to everyday life.
  - 2. **Demonstrate instructional planning skills and teaching effectiveness.**
    - a. Demonstrate thorough knowledge of child development and learning styles, including exceptionalities.
    - b. Provide materials evidenced in lesson plans and units, etc. and resources which

- support instructional goals, and engage students in meaningful learning.
- c. Affect *high level learning* through critical thinking and problem solving, as evidenced by the execution of the lesson plan.
- d. Assume the full teaching load and demonstrate success as a novice teacher.

**3. Demonstrate adaptations of instruction for individual needs.**

- a. Provide opportunities for students to feel valued for their potential as people and help them to value each other.
- b. Demonstrate a clear understanding that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- c. Use different approaches to learning (i.e. learning styles, multiple intelligences, performance modes) and consistently use this information when designing instruction.
- d. Demonstrate knowledge in areas of exceptionality (i.e. learning disabilities, perceptual difficulties, physical, mental, and emotional challenges) and willingly use high quality accommodations when instructing diverse learners.

**4. Demonstrate multiple instructional strategies.**

- a. Select content that is appropriate and links well with students' knowledge and experience and provides opportunities for the students to apply their knowledge.
- b. Provide activities that cognitively engage all students as they explore content and initiate or adapt activities and projects to enhance understanding.
- c. Provide instructional materials and resources that are suitable for instructional goals and engage students mentally and initiate the choice, adaptations, or creation of materials to enhance their instructional purposes.
- d. Demonstrate sensitivity to the needs and abilities of the students by adjusting the lesson so that students can learn and understand concepts being taught.

**5. Demonstrate classroom motivation and management skills.**

- a. Provide many opportunities for critical thinking, independent problem solving and performance and use a range of effective strategies such as composure, and models mutual respect to develop positive relationships, cooperation, and purposeful learning.
- b. Maintain continuous mutual respect and a high level of trust for each student.
- c. Organize, allocate and manage resources time, space, activities, and attention consistently to provide active and equitable engagement of students in productive tasks.
- d. Maintain groups working independently while productively engaged at all times, with students assuming responsibility for productivity.
- e. Utilize effective transition with students assuming some responsibility for efficient operation.
- f. Use monitoring to enhance and facilitate optimal learning.

**6. Demonstrate assessment of student learning.**

- a. Use a variety of formal and informal assessment techniques (i.e. observation, authentic assessment, teacher-made tests, and peer assessments) to evaluate student achievement and progress throughout the placement.
- b. Maintain detailed records of student performances and consistently communicate student progress to students, parents, and colleagues.
- c. Select, construct, and/or use assessment strategies completely congruent with instructional outcomes and objectives necessary for meeting curriculum-based standards.

**7. Demonstrate effective communication skills.**

- a. Use spoken and written language correctly and expressively, with well-chosen vocabulary that enriches the lesson.

- b. Provide adequate time for students to respond and allow students to formulate questions, too.
  - c. Facilitate students assuming responsibility for success of the discussion, initiating topics and making unsolicited contributions and consistently communicate in ways that demonstrate sensitivity to cultural and gender differences, such as appropriate eye contact and interpretation of body language and verbal statements.
  - d. Use a variety of media communication tools to enhance the lesson, including audio-visual aids and computers to enrich learning opportunities as a regular part of the learning experience.
- 8. Demonstrate professional commitment and responsibility.**
- a. Follow school policy concerning dress, arrival, and dismissal times, and materials completed in a timely manner and readily adapt to unexpected schedule changes and take initiative without direction and prompting from cooperating teacher.
  - b. Provide frequent information concerning both positive and challenging aspects of student progress and involve both students and families in planning projects and preparing materials in conjunction with cooperating teacher.
  - c. Volunteer to participate in school events making a substantial contribution as s/he assumes a leadership role in at least some aspect of school life.
- 9. Demonstrate fostering of relationships with school colleagues, parents, and community agencies.**
- a. Seek and share with colleagues concerning ideas for effective teaching in relation to specific types of behaviors and learning styles.
    - b. Communicate frequently with parents throughout the placement in conjunction with cooperating teacher.
  - c. Identify and use community resources to foster student learning.
- 10. Demonstrates Active Reflection**
- a. Assess accurately through discussion and writing the lesson's effectiveness and extent to which goals were met, citing specific examples from the lesson and drawing on an extensive repertoire of skills, cite specific alternative actions for success of the lesson.
  - b. Make thoughtful judgments regarding the effectiveness of the lesson, whether the goals were met, identify numerous specific examples from the lesson, and articulate in discussion and writing the strengths and challenges during the lesson execution.

**B. Activities and Requirements**

Successful completion of student teaching requires regular attendance and demonstration of Interstate New Teachers Assessment and Consortium (INTASC) standard competencies, as defined by the student teaching competency form. The practicum sessions require regular attendance, participation in class discussions, and completion of assignments from the list below as assigned by the supervisor in charge.

**Assignments**

- 1. The student teacher will complete: Required for all sections, both placements
  - a. Preparatory Observation Sheet
  - b. Daily Lesson Plans
  - c. Daily Reflective Journal/Self Assessment
  - d. Portfolio based on INTASC standards

- e. Three classroom observations
  - f. Ten-day unit including bulletin board/learning center
2. The student teacher will complete Required for all sections, one placement
- a.: Video or audiotaping and self-evaluation
  - b. Philosophy of Education statement
  - c. Philosophy of Discipline statement
  - d. Pennsylvania State Application
  - e. Resume and Cover Letter
3. The student teacher will complete Optional Activities
- a.: Substitute folder
  - b. Statement of goals
  - c. Emergency lesson plans
  - d. Observation of a student in two environments
  - e. Specialist interview
  - f. Sharing of an article related to practicum topics

**C. Major Units and Time Allotted**

Practicum sessions meet once a week for two hours for the duration of the student teaching experience. Sessions are formatted with time for review of the relevant topic for that session and consideration of student success, questions, and problems.

Professional Practicum Topics covered each week include:

- 1. Communication Skills – (2 hours)
- 2. Ethics in Classroom – (2 hours)
- 3. Classroom Management/Environments – (2 hours)
- 4. Substitute Teaching – (2 hours)
- 5. School Law – (2 hours)
- 6. Alternatives to Teaching – (2 hours)
- 7. Assessment and Methodology – (2 hours)
- 8. School Choice – (2 hours)
- 9. Relationships/Personality Types – (2 hours)
- 10. Inclusion – (2 hours)
- 11. Preparing for the Interview Process – (2 hours)
- 12. Practice Interviews -- (2 hours)
- 13. Mock Interviews -- (2 hours)
- 14. Professional Concerns – (2 hours)
- 15. Other relevant topics – (2 hours)

The student teacher completes the cooperating teacher's day on site, including arriving and departing when the teacher does, participating in faculty meetings, in-services, and other assigned duties. The student teacher completes two placements, each one lasting approximately 7- 8 weeks. Students complete approximately 600 hours of work in the schools.

**D. Materials and Bibliography**

- Beattie, M. (2001). *The Art of Learning to Teach: Preservice Teacher Narratives*. NJ: Prentice-Hall, Inc.
- Campbell, D., P. Cignetti, B. Melenyzer, D. Nettles, and R. Wyman. (2001). *How to Develop a Professional Portfolio: A Manual for Teachers*. MA: Allyn and Bacon, Second Edition.
- Cramer, G. and B. Hurst. (2000). *How to Find a Teaching Job: A Guide for Success*. NJ: Prentice-Hall, Inc.
- Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. VA: ASCD.
- Eby, J. (1998). *Reflective Planning, Teaching and Evaluation, K-12*. NJ: Prentice-Hall, Inc.
- Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*. (1995). Virginia: ASCD.
- Goethals, M. and R. Howard. (2000). *Student Teaching: A Process Approach to Reflective Practice*. NJ: Prentice-Hall.
- Jones, V. and L. Jones. (2001). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. MA: Allyn and Bacon, Sixth Edition.
- Martin, D. (1999). *The Portfolio Planner: Making Professional Portfolios Work for You*. NJ: Prentice-Hall, Inc.
- Marzano, R., D. Pickering, and J. Pollock. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. VA: ASCD.
- Moffatt, Courtney W. and T. Moffatt. (2000). *How to Get a Teaching Job*. MA: Allyn and Bacon.
- Nissman, B. (2000). *Teacher-Tested Classroom Management Strategies*. NJ: Prentice-Hall, Inc.
- Orange, C. (2000). *25 Biggest Mistakes Teachers Make and How To Avoid Them*. CA: Corwin Press, Inc.
- Pelletier, C. (2000) *Strategies for Successful Student Teaching: A Comprehensive Guide*. MA: Allyn and Bacon.
- Pitton, D. (1998). *Stories of Student Teaching: A Case Approach to the Student Teaching Experience*. NJ: Prentice-Hall, Inc.
- Queen, J., B. Blackwelder, and L. Mallen. (1997). *Responsible Classroom Management for Teachers and Students*. NJ: Prentice-Hall, Inc.
- Taggart, G. and A. Wilson. (1998). *Promoting Reflective Thinking in Teachers: 44 Action Strategies*. CA: Corwin Press, Inc.
- Tobias, C. (1994). *The Way They Learn*. IL: Tyndale House Publishers.
- Tobias, C. (1996). *Every Child Can Succeed*. IL: Tyndale House Publishers.

Wentz: P.J. (2001). *The Student Teaching Experience: Cases From the Classroom*. NJ: Prentice-Hall, Inc., Second Edition.

Wong, H. and R. Wong. (1998). *The First Days of School*. CA: Harry K. Wong Publications, Inc.

**IV. Standards**

The practicum is completed in conjunction with student teaching. In the on-site classroom, student teachers are held accountable for demonstrating competency in INTASC (Interstate New Teachers Assessment and Support Consortium) Standards. Grades are awarded according to the University Catalog.

**V. Cost and Staff Analysis**

There is no new cost associated with this revision of the syllabus as supervisors have been assigned to a maximum of 18 students by NCATE Standards (20 students by contract) and have conducted practicum sessions as part of that responsibility.

**VI. Rationale**

This course revision is submitted to better reflect our stated model of teacher education: The Teacher as a Reflective Decision-Maker. It also attempts to clarify the objectives of the course according to the most recent research on Best Practices in Teaching. This course is designed to provide orientation to student teaching and to guide the progress of student teachers as they develop from novices to competent beginning teachers. Its intended purpose is to help students clarify their understanding of the complex role of the teacher, giving guidance in fulfilling their responsibilities as a future professional.

**VII. Date Approved by University President:**

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date

**Request of General Education Overlay  
Information Literacy (IL)**

<b>Course #</b> EDUC 428/429	<b>Title</b> Student Teaching and Professional Practicum : Early Childhood Education 1 & 2	<b>Sh</b> 7/7
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**Criteria for Information Literacy (IL)**

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> <li>Define the information task, recognize when information is needed, understand various types of information, and identify specific information needs.</li> </ul>	Objectives: 1c,2b,2c,3c,6a,6c Activities: 1b,1d,1f,2d,3f <ul style="list-style-type: none"> <li>daily and unit lesson plans</li> <li>objectives and adaptations for individual students which support instructional goals and meaningfully engage students</li> </ul>
<ul style="list-style-type: none"> <li>Develop information-seeking strategies, identify types of sources needed, identify major concepts and key words, and develop search strategies for locating specific information.</li> </ul>	Objectives: 1c,2b,2c,3c,6a,6c Activities: 1b,1d,1f,2d,3f <ul style="list-style-type: none"> <li>variety of materials to create unit and daily lesson plans (which are referenced in the resource section of unit)</li> <li>library utilization at sites</li> <li>technology integration into teaching and equipping students to become proficient</li> </ul>
<ul style="list-style-type: none"> <li>Develop technical skills needed to search for and access information using traditional and electronic sources to locate and retrieve information, and to organize and store information in correct and searchable formats.</li> </ul>	Objectives: 1c,2b,2c,3c,6a,6c Activities: 1b,1d,1f,2d,3f <ul style="list-style-type: none"> <li>daily lesson and two-week unit plans</li> <li>web site searches to enhance teaching</li> <li>web page or power point presentations from researched information.</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate information using critical thinking skills; determine relevance, authority, completeness, bias, and accuracy of information; distinguish among opinion, reasoned argument, and fact; and understand the concept of intellectual property and copyright.</li> </ul>	Objectives: 1c,2b,2c,3c,6a,6c Activities: 1b,1d,1f,2d,3f <ul style="list-style-type: none"> <li>information review from various sources to affect high level learning through execution of lesson plan.</li> <li>intellectual property and copyright law review during school law practicum</li> </ul>
<ul style="list-style-type: none"> <li>Synthesize information, integrate new information with previously known information, and organize total information into a comprehensive whole.</li> </ul>	Objectives: 1c,2b,2c,3c,6a,6c Activities: 1b,1d,1f,2d,3f <ul style="list-style-type: none"> <li>unit plans, developing philosophies of education and discipline</li> <li>self reflection from practicum sessions (based on current research) and integration through creation of interdisciplinary learning experiences</li> <li>bulletin boards, learning centers, web sites</li> </ul>

<ul style="list-style-type: none"><li>• Communicate information; present information to others in written, oral, or electronic form.</li></ul>	<p>Objective Objectives: 1c,2b,2c,3c,6a,6c</p> <p>Activities:</p> <ul style="list-style-type: none"><li>• daily journal reflections shared with supervisor via disk, email, or written hard copy</li><li>• letters of introduction written to parents</li><li>• sharing classroom experiences and strategies during weekly practicum session</li></ul>
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**Request of General Education Overlay  
Writing Emphasis (WE)**

<b>Course #</b> EDUC 428/429	<b>Section(s)</b> ALL	<b>Title</b> Student Teaching and Professional Practicum : Early Childhood Education 1 & 2	<b>Sh</b> 7/7
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**Criteria for Writing Emphasis (WE)**

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> <li>Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target).</li> </ul>	Class size is limited to 20 students
<ul style="list-style-type: none"> <li>Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class.</li> </ul>	Objectives that demonstrate effective communication skills: 1b, 2b, 3b, 5c, 7a, 8b, 10b Activities: 1a-e,2a-e,3a-f <ul style="list-style-type: none"> <li>daily journal reflections</li> <li>two complete units, including a written rationale for teaching, a minimum of ten daily plans, as well as daily written reflections</li> <li>written philosophy of education</li> <li>written philosophy of discipline/classroom management</li> </ul>
<ul style="list-style-type: none"> <li>Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized.</li> </ul>	Objectives that demonstrate effective communication skills: 1b, 2b, 3b, 5c, 7a, 8b, 10b Activities: 1a-e,2a-e,3a-f <ul style="list-style-type: none"> <li>professional portfolio, based upon INTASC standards, a written explanation of the standards, and rationale for including an artifact as demonstration of proficiency of each standard</li> <li>critiques of videotaped lessons</li> <li>regular conferences with emphasis on professional writing practices</li> <li>resume (rewritten until error-free)</li> </ul>
<ul style="list-style-type: none"> <li>Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors.</li> </ul>	Objectives that demonstrate effective communication skills: 1b, 2b, 3b, 5c, 7a, 8b, 10b Activities: 1a-e,2a-e,3a-f <ul style="list-style-type: none"> <li>opportunities to work in peer groups to develop their professional portfolios, philosophies of education and discipline/classroom management</li> <li>revised resumes (with instructor suggestions, peer editing, and workshops offered by Career Services)</li> <li>parent letters, progress reports, and/or newsletters (proofread and approved by cooperating teachers and supervisors)</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.</li> </ul>	Objectives that demonstrate effective communication skills: 1b, 2b, 3b, 5c, 7a, 8b, 10b Activities: 1a-e,2a-e,3a-f <ul style="list-style-type: none"> <li>resume (rewritten until error-free)</li> <li>see attached writing evaluation rubric</li> </ul>

# Writing Rubric\*

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
The single controlling point made with an awareness of task about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation
<b>4</b>	Sharp, distinct controlling point made about a single topic with evident awareness of task	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
<b>3</b>	Apparent point made about a single topic with sufficient awareness of task	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
<b>2</b>	No apparent point but evidence of a specific topic	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
<b>1</b>	Minimal evidence of a topic	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation
<b>NON-SCOREABLE</b>				
<b>OFF-PROMPT</b>				
<ul style="list-style-type: none"> <li>Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response</li> <li>Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense</li> <li>Is insufficient; i.e., does not include enough to assess domains adequately</li> <li>Is a blank paper</li> </ul>				

\* f. readable but did not respond to prompt

September 1, 1999

\*Adapted from the PA PDE Holistic Writing Rubric