

Lock Haven University  
University Curriculum Committee

4/9/3 + 4/9/4 **PROPOSAL COVER SHEET**

Course #: SPEC 4XX, 4XY  
407/408 Title: Student teaching and Prof. Practicum 1 sh

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

James syllabus for both courses

New Course  Drop Course  New Degree  Drop Degree  Revision  Other

Briefly state the reason for the revision Administrative Directive

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


\*\*\*Only check overlay if it is a NEW overlay

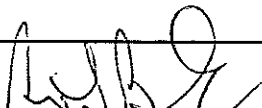
Prerequisites:  Not Applicable  Change (Addition/Removal)

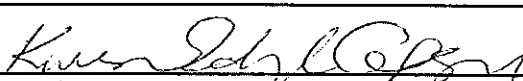
Please Specify any changes Seven to Six Credit Hours

Please Specify the effective date of these changes Fall 2005

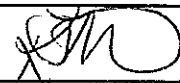
	4.11.5	Approve	Disapprove
Signature: Department Chairperson	Date	Recommendation	

	11/1/05	Approve	Disapprove
Signature: Chairperson, College Curriculum Subcommittee or Graduate Curriculum Subcommittee	Date	Recommendation	

	1/3/06	Approve	Disapprove
Signature: Chairperson, University Curriculum Committee	Date	Recommendation	

	2/9/06	Approve	Disapprove
Signature: Vice President for Academic Affairs	Date	Recommendation	

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

	2/18/06	Approve	Disapprove
Signature: President	Date	Recommendation	

sent 2/20/06 JHC

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

SYLLABUS  
STUDENT TEACHING AND PROFESSIONAL PRACTICUM-  
Mentally/Physically Disabled 1 and 2  
SPEC 4xx/4xx

**I. Introductory Information**

- A. **Department Name:** Special Education and Early Childhood Education
- B. **Department Catalog Numbers:** SPEC 4xx/4xx
- C. **Course Title:** Student Teaching and Practicum: Mentally/Physically Disabled 1 and 2
- D. **Semester Hours of Credit:** 6/6
- 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 pre-service teachers. 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.

**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. Effect *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.

Revised January 2006

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.

**G. 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.

**H. 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.

**I. VI. Rationale**

Administrative directive to reduce credit hours from seven to six..

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

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

\_\_\_\_\_  
Date

**Request of General Education Overlay**

***External Experience (EE)***

<b>Course #<u>EDUC493, ECED493, SPEC493</u></b>	<b>Title: <u>Student Teaching and Professional Practicum: Elementary 1, Early Childhood 1, Special Education 1</u></b>	<b><u>6</u> sh</b>
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A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each of the criteria, list the course objectives and activities that fulfill it. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

**Criteria for External Experience**

The purpose is to allow students to apply, exercise, and/or perform, in an educationally meaningful way and in a setting outside the classroom, skills and knowledge gained in the academic environment.

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<ul style="list-style-type: none"> <li>Students apply, exercise or perform, in an educationally meaningful way and in a setting outside the classroom skills and knowledge gained in the academic environment.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives: #1 - #10</li> <li>Activity: All activities</li> </ul> <p>Student teaching takes place in elementary school classrooms. Student teachers spend approximately 30-35 days per placement for about 7.5 hours per day teaching and working with elementary age children, classroom teachers, school administrators and support staff.</p>
<ul style="list-style-type: none"> <li>All valid External Experiences must have an audience, a set of colleagues, or a group of beneficiaries that extends beyond the university classroom and typically beyond the university community.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives: #1 - #10</li> <li>Activity: All activities</li> </ul> <p>Student teachers will teach and work with elementary age children, classroom teachers, school administrators and support staff. Student teachers keep journals and logs of experiences and are required to write reflections on those experiences.</p>

<ul style="list-style-type: none"> <li>A faculty member in a discipline related to the experience must evaluate the EE. The faculty member must be involved in identifying the activity as an external experience <u>before</u> it begins. EE cannot be identified retroactively.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives: #1 - #10</li> <li>Activity: All activities</li> </ul> <p>A departmental faculty member will observe the student teacher on a regular basis. The supervisor will meet with the student teacher and cooperating teacher formally and informally to monitor the progress of the experience.</p>
<ul style="list-style-type: none"> <li>One unit of EE is equivalent to a minimum of ten percent of the coursework for a three-credit course, or approximately 14 hours.</li> </ul>	<p>This course meets approximately 40 hours per week in the school setting. Two units of EE experience would be granted for each experience.</p>

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

<b>Course #</b> <b>EDUC493 ,</b> <b>ECED493 ,</b> <b>SPEC493</b>	<b>Title</b> <b>Student Teaching and Professional Practicum Elementary</b> <b>1, Early Childhood 1, Special Education 1</b>	<b>Sh</b> <b>6</b>
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**Criteria for Information Literacy (IL)**

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<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>	<p>Objective # 2 Activities:</p> <ul style="list-style-type: none"> <li>• Select appropriate content to develop and teach daily and unit lesson plans using a variety of information sources that are appropriate for the age and ability level of school age children.</li> <li>• Revise objectives and make adaptations for individual students which support instructional goals and meaningfully engage students based upon information gained from multiple appropriate information sources</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>	<p>Objective # 5 Activities:</p> <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>	<p>Objective # 1 Activities:</p> <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>	<p>Objective # 2 Activities:</p> <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</li> </ul>	<p>Objective # 1 Activities:</p> <ul style="list-style-type: none"> <li>• unit plans, developing philosophies of</li> </ul>

<p>into a comprehensive whole.</p>	<p>education and discipline</p> <ul style="list-style-type: none"> <li>• self reflection from practicum sessions (based on current research) and integration through creation of interdisciplinary learning experiences</li> <li>• bulletin boards, learning centers, and/or 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 # 7</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>

**Request of General Education Overlay  
Writing Emphasis (WE)**

<b>Course #</b> <u>EDUC493, ECED493, SPEC493</u>	<b>Section(s)</b> ALL	<b>Title</b> Student Teaching and Professional Practicum Elementary 1, Early Childhood 1, Special Education 1	<b>Sh</b> 6
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**Criteria for Writing Emphasis (WE)**

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>daily journal reflections are written, reviewed and revised.</li> <li>two complete units, including a written rationale for teaching, minimum ten plans, as well as daily written reflections. Students will revise after reviewing comments from the cooperating teacher and the supervisor.</li> <li>written philosophy of education will be revised after consultation with supervisor</li> <li>written philosophy of discipline will be updated and revised after consultation with supervisor.</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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>professional portfolios, including an INTASC standard, a written explanation of that standard, and rationale for including an artifact as demonstration of proficiency of that standard</li> <li>videotaped critiques</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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>opportunities to work in peer groups to develop their professional portfolios, philosophies of education and discipline</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>

- Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.

Objective #7: Demonstrate effective communication skills

Activities:

- See writing rubric attached

## 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

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	Sharp, distinct controlling point made about a single topic with evident awareness of task	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	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
3	Apparent point made about a single topic with sufficient awareness of task	Sufficiently developed content with adequate elaboration or explanation	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
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	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
1	Minimal evidence of a topic	Superficial and/or minimal content	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

NON-SCOREABLE	OFF-PROMPT
<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>	<ul style="list-style-type: none"> <li>• Is readable but did not respond to prompt</li> </ul>

September 1, 1999

\*Adapted from the PA PDE Holistic Writing Rubric

**Request of General Education Overlay**

***External Experience (EE)***

<b>Course #<u>EDUC494, ECED494, SPEC494</u></b>	<b>Title: <u>Student Teaching and Professional Practicum: Elementary 2 Early Childhood 2, Special Education 2</u></b>	<b><u>6</u> sh</b>
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**Criteria for External Experience**

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<b>Criteria</b>	<b>Course Objectives and Activities</b>
<ul style="list-style-type: none"> <li>Students apply, exercise or perform, in an educationally meaningful way and in a setting outside the classroom skills and knowledge gained in the academic environment.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives: #1 - #10</li> <li>Activity: All activities</li> </ul> <p>Student teaching takes place in elementary school classrooms. Student teachers spend approximately 30-35 days per placement for about 7.5 hours per day teaching and working with elementary age children, classroom teachers, school administrators and support staff.</p>
<ul style="list-style-type: none"> <li>All valid External Experiences must have an audience, a set of colleagues, or a group of beneficiaries that extends beyond the university classroom and typically beyond the university community.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives: #1 - #10</li> <li>Activity: All activities</li> </ul> <p>Student teachers will teach and work with elementary age children, classroom teachers, school administrators and support staff. Student teachers keep journals and logs of experiences and are required to write reflections on those experiences.</p>

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<ul style="list-style-type: none"> <li>One unit of EE is equivalent to a minimum of ten percent of the coursework for a three-credit course, or approximately 14 hours.</li> </ul>	<p>This course meets approximately 40 hours per week in the school setting. Two units of EE experience would be granted for each experience.</p>

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

<b>Course #</b> EDUC494, ECED494, SPEC494	<b>Title</b> Student Teaching and Professional Practicum Elementary 2, Early Childhood 2, Special Education 2	<b>Sh</b> 6
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**Criteria for Information Literacy (IL)**

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<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>	<p>Objective # 2</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Select appropriate content to develop and teach daily and unit lesson plans using a variety of information sources that are appropriate for the age and ability level of school age children.</li> <li>Revise objectives and make adaptations for individual students which support instructional goals and meaningfully engage students based upon information gained from multiple appropriate information sources</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>	<p>Objective # 5</p> <p>Activities:</p> <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>	<p>Objective # 1</p> <p>Activities:</p> <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>	<p>Objective # 2</p> <p>Activities:</p> <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</li> </ul>	<p>Objective # 1</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>unit plans, developing philosophies of</li> </ul>

<p>into a comprehensive whole.</p>	<p>education and discipline</p> <ul style="list-style-type: none"> <li>• self reflection from practicum sessions (based on current research) and integration through creation of interdisciplinary learning experiences</li> <li>• bulletin boards, learning centers, and/or 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 # 7</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>

**Request of General Education Overlay  
Writing Emphasis (WE)**

<b>Course #</b> <u>EDUC494, ECED494, SPEC494</u>	<b>Section(s)</b> <u>ALL</u>	<b>Title</b> <u>Student Teaching and Professional Practicum Elementary 2, Early Childhood 2, Special Education 2</u>	<b>Sh.</b> <b>6</b>
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**Criteria for Writing Emphasis (WE)**

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<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>	<p>Class size is limited to 20 students</p>
<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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>daily journal reflections are written, reviewed and revised.</li> <li>two complete units, including a written rationale for teaching, minimum ten plans, as well as daily written reflections. Students will revise after reviewing comments from the cooperating teacher and the supervisor.</li> <li>written philosophy of education will be revised after consultation with supervisor</li> <li>written philosophy of discipline will be updated and revised after consultation with supervisor.</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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>professional portfolios, including an INTASC standard, a written explanation of that standard, and rationale for including an artifact as demonstration of proficiency of that standard</li> <li>videotaped critiques</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>	<p>Objective #7: Demonstrate effective communication skills</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>opportunities to work in peer groups to develop their professional portfolios, philosophies of education and discipline</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>	Objective #7: Demonstrate effective communication skills Activities: <ul style="list-style-type: none"><li>• See writing rubric attached</li></ul>
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