

CI 495A Fall 2014
Clinical Application of Instruction Elementary Education
PDS Sections (17 and 18)

CI 495A Instructors and Classroom PDAs

Mr. William Benson

Ms. Andrea de Carle

Ms. Doris Grove

Ms. MJ Kitt

Ms. Linda Margusity

Dr. Rachel Wolkenhauer

Ms. Kelly Mark

Ms. Christine McDonald

Dr. Jim Nolan

Ms. Laurie Pagnotto

Ms. Marion Wheland

Required Resources

Required Resources- Subscriptions to TaskStream

- This will also be used for CI 495D and F
- You will use the two-year TaskStream subscription you were given during your LLED block last year.

Course Overview

CI495A is an extremely important experience in your lifelong journey to become an effective teacher. This internship provides an opportunity for you **to integrate concepts, theories and ideas across the various courses you are experiencing** this semester as well as your previous course work in language and literacy education, special education, art and music education, and the social and psychological foundations of education. CI 495A is designed to engage you in a **process of inquiry focused on questions that will help you to become a better student of teaching** and eventually a better teacher as well. Specifically, this course will engage you in inquiring about the following questions:

- 1) What does it mean to be a professional and establish professional relationships with colleagues, students, and families?

- 2) How well am I using the various tools (e.g. observation, writing, reflection, teaching, case studies, etc.) that are available to me in learning to be a teacher?
- 3) Am I **making connections** across the various courses and experiences that are designed to help me learn to be a teacher (e.g. CI 495A, CI 405, MTHED 420, SCIED 458, and SSED 430W)?
- 4) How effectively am I developing the knowledge and skills of a beginning teacher and what sources of evidence should I use in judging my effectiveness?

During the 495A experience, you will have the opportunity to engage in a variety of classroom activities and co-teaching under the supervision of your mentor teacher. For most of the semester your mentor will be planning instruction, and you will be assisting in implementing those plans. As the year progresses, you will eventually acquire responsibility for planning and delivering instruction, and your mentor will assist you in carrying out your plans.

Your professional courses, math, science, social studies, and classroom learning environments, will prescribe some of the tasks in which you will engage. As the semester progresses, you, your mentor, and Professional Development Associate (PDA) will develop a plan that sets forth the other types of classroom activities that you will engage in. In addition to enhancing your emerging skills in teaching and reflection, CI 495A will also enable you to become a more astute observer and inquirer into classroom and school contexts and the classroom behavior of educators and children. You will develop the ability to think more productively about teaching and learning as you work together with mentor teachers, PDAs, and other interns.

Course Goals

Specifically CI 495A is intended to enable you to:

1. Become a more skilled observer of student and teacher behavior, including your own.
2. Develop a better understanding of classroom learning environments and school culture.
3. Become an astute “student of teaching” who utilizes a variety of tools and experiences to inquire into the process of learning to teach.
4. Demonstrate the ability to work effectively and collaboratively with teachers, students, and other professionals by modeling professional characteristics such as responsibility, initiative, enthusiasm, flexibility, confidentiality, dependability, and punctuality.
5. Show personal and professional growth in planning and preparation for teaching and learning with understanding.

6. Show personal and professional growth in your ability to reflect on teaching and learning with understanding.
7. Model the use of appropriate written and oral communication skills in all interactions with children and fellow professionals.
8. Articulate a teaching platform or philosophy of education and justify it.
9. Begin to demonstrate with evidence your ability to acquire the knowledge, skills, and dispositions required of all Penn State PreK-4 interns.

Assignments

CI 495 Journal

You are asked to write a journal on an ongoing basis and to send your PDA one original 495 journal entry per week. The first weekly journal will be due at the end of the first week of school with students (sometime between 8/28 and 8/31- the exact due time will be specified by your PDA). The journal entry is used as a means to inquire about and reflect on what you are experiencing. The journal should be both descriptive and analytical. You should provide an accurate description or summary of the episode, interaction, event, or idea that you are writing about as well as a reflection and analysis of it. The reflection and analysis should help you to ask questions, solve problems, make theoretical connections, think through your own actions, help you to sort out your own thinking, etc. The journal can also be a very important source of ideas about potential inquiry investigations for the spring semester. In order to facilitate the development of potential ideas for inquiry, we ask you to write one journal entry per month that talks about some potential inquiry topics and a brief reflection that explains why each topic is of interest to you. The weekly journal entry should be sent to your PDA via email sometime between Thursday evening and Sunday evening (Your classroom PDA will give you specific guidelines for when the journal needs to be submitted). Each journal should be named as follows: **Your name. 495Journal # – e.g. Wolkenhauer 495 Journal 1**

Anticipated Schedule

Your weekly journal entries (sent to your PDA between Thursday and Sunday, again your PDA will provide specific deadlines) should be accompanied by an anticipated schedule of your classroom activities for the following week. You and your mentor will need to discuss plans for the upcoming week in order to complete the schedule. The schedule should provide a day-by-day schedule of the class activities. Any activities that you are leading should be highlighted in some way. This will be **extremely important** to your PDA in working out her/his schedule. You should **send/give your classroom PDA a copy of your room's master schedule as soon as possible**. Examples of two different types of formats for schedules are included at the end

of the syllabus in Appendix A. You are free to use either of those or a different format that works for you, your mentor, and your PDA.

Weekly Intern Meetings

Each week you will attend a 45-minute meeting (approximately) with all of the other interns in your building. The meetings will be scheduled by your building PDAs at a mutually convenient time. The intern meetings are important. They offer the opportunity to share ideas with colleagues, discuss professional issues, engage in problem solving, become better acquainted with your school and the district, and touch base on logistical issues. The meetings will continue throughout the entire school year. Your presence and enthusiastic participation in the meetings are important and reflect your growing professionalism.

Teaching Platform

During the internship year you will develop a “Teaching Platform” that depicts your developing ideas and beliefs about teaching and learning. Some might call this a philosophy of education, but we prefer the term “Teaching Platform.” The platform states your key beliefs about teaching and learning and illustrates your ability to put these beliefs into practice through evidence gathered from your teaching and also connects your own beliefs about teaching to the Penn State Teacher Education Performance Framework (<http://www.ed.psu.edu/educ/cife/PSU%20Teacher%20Education%20Performance%20Framework%20-%20rev.%2010-03.pdf>). This PSU Performance Framework spells out the performance capabilities that are expected of all Penn State teacher education graduates. Those capabilities will form the basis for assessing your teaching performance during the spring semester.

A well-developed teaching platform can be useful in guiding your instructional decision-making, as well as articulating your thinking to colleagues, parents, and administrators. It can be a useful tool for representing yourself as a teacher during the interview process. Crafting such a statement in a web-based forum is intended to allow you to include multimedia representations (e.g., images/pictures, sound, text, video) and to organize your portfolio non-linearly using hypermedia. You should be continuously re-evaluating your beliefs in light of new experiences and learning. During the year, you may find that the evidence you collect further bolsters your beliefs about supporting children’s learning. In other cases, initial beliefs may be modified in light of new evidence, or even abandoned as new beliefs are developed. Consider this a “work in progress” that will hopefully continue to grow and change as you pursue your career.

Four versions of your teaching platform will be due throughout the year and will be submitted for evaluation to the “PK-4 PDS CI 495A, D, F” DRF program in Taskstream. The enrollment code for that DRF is **psupds14**. After version 1, which is created as a

word document, the platform will take the form of a folio or web page. To build the folio, you will use the Extended Teaching Platform Folio Template in Taskstream. Detailed instructions about how to create Versions 2, 3 and 4 of portfolio and how to submit them for evaluation are included in this syllabus as Appendix C. Keep the instructions somewhere handy so you can refer to them in October when version 2 is due.

The **first version** of this platform, Initial Ideas about Teaching and Learning, must be posted under CI 495A in TaskStream by Monday, **August 18th**. This version of your platform is very different from the other three versions. It consists only of written responses to the following questions:

1. As you see it, what does it mean to be an effective teacher?
2. What are some of the most important goals you will have for the students you will teach?
3. What are some things you will do in your classroom to help students be successful in reaching those goals?
4. If you were asked to use a symbol, or a picture, or an analogy, or a metaphor to describe what you hope to become as a teacher, what would you say? Why?

For version 1 you will answer these four questions in a word document and then submit the word document as an attachment to the “PK-4 PDS CI 495A, D, F” DRF . Version 1 will be graded as meets/does not meet requirements.

The **second version** of the teaching platform, Beliefs about Teaching and Learning, will be created as a web page/folio (following the instructions in Appendix C) and must be posted to TaskStream by Friday, **October 24th**. This version asks you to identify ten beliefs about teaching and learning that you see as particularly valuable and that you hope to put into practice as a teacher. Eight of the beliefs must fall into the following categories:

- 1) One belief about instructional planning;
- 2) One belief about instructional delivery;
- 3) One belief about the role of reflection and analysis in teaching;
- 4) One belief about what it means to be a professional;
- 5) One belief about teaching literacy;
- 6) One belief about teaching mathematics;
- 7) One belief about teaching social studies; and
- 8) One belief about teaching science.

The focus of the **remaining two beliefs** is up to you. For version two you will simply state the belief in a sentence and then briefly describe in a short paragraph how you hope to use that belief in your teaching. Version 2 will also be graded as meets/does not meet requirements.

During the spring semester, you will add **Versions 3 and 4**. In these versions, you will revise, if appropriate, the ten belief statements from Version 2 and will provide examples and illustrations to show how you are putting these beliefs into practice. The examples may take many forms including lesson plans, vignettes from classrooms, pictures, videos, examples of student work, journal entries, classroom activities, etc. In addition, you will write a justification statement that explicitly tells the reader how the illustration you provided shows the belief being put into practice. These two versions will be graded using rubrics. You will learn more about that later in the semester.

Assessment and Grading

The purpose of assessment is to allow you to take stock of your performance at a particular point in time so that you may celebrate your strengths and set goals to improve. Assessment in 495 is a three-way responsibility. You, your mentor, and your classroom PDA all play key roles in the assessment process that is described below.

Because we function in the context of a university that uses grades, we must assign a grade at the end of the semester. CI 495A is a Pass/Fail course. Therefore the judgment about grading for this course need only be a judgment concerning whether you have completed the requirements in a satisfactory or unsatisfactory manner. The grade for CI 495A will be determined in consultation with you, your mentor, and classroom PDA. However, the final responsibility for assigning the grade rests with the PDA.

An overall rating of satisfactory, based on your performance, as depicted by the intern performance assessment form and the portfolios, will be required for passing the course and continuing into the second semester of the internship.

Assessment Process-Goal Setting Conferences

At two different points during the semester, approximately during **week of October 20th or October 27th and during the week of December 1st or December 8th**, you, your mentor, and your classroom PDA will meet to assess your performance. Prior to the meeting each member of the triad will complete the Performance Based Assessment of Internship Experience Form (included as Appendix B at the end of the syllabus). During this goal-setting conference we will discuss your performance in each of the focus areas, identify strengths and weaknesses, and set goals for improvement.

One week after each goal setting conference, you will be responsible for providing your classroom PDA (by email) and your mentor with a written a set of goals for the next six weeks. The set of goals will follow directly from the discussion at the goal setting conference. If either the mentor or PDA has changes to suggest in the goals these changes will be communicated to all three partners.

Professionalism

An important component of the transition from college student to a professional teacher who is responsible for protecting, teaching and caring for young children is demonstrating professionalism in all interactions and in carrying out all responsibilities. Attendance, punctuality and dependability are critically important characteristics of a beginning professional as is regular communication and collaboration with your mentor, PDA and other school personnel. You are expected to read email on a regular basis. It will be an important source of communication. If you experience problems in any way, be proactive. Talk with your mentor and PDA so that they can help you work through any issues or concerns.

Interns will follow the same attendance policy as that contracted for beginning teachers by the SCASD bargaining unit. You are entering the world of work. Your students and their parents, and your mentor and PDA are expecting you to be in the classroom each day. Absences are allowed under the following circumstances:

Personal Illness – Each intern will be allowed a maximum of 10 days sick leave: (It is important for you to know that it is very rare for any teacher or intern to miss 10 days of work in a given year unless there is a serious illness or a need for surgery). Interns are required to notify the mentor and PDA as soon as they realize that they will be absent for the day, but no later than 7 AM. Any lesson plans where the intern is responsible for lead planning must be received by the mentor via another person or by e-mail by 8 AM.

Death in the Immediate Family – 5 Days Each Occurrence: Immediate family shall be defined as wife, husband, parents, (including step or foster parents), sister, brother, daughter, son, parent-in-law, grandparent, grandchild, son-in-law, daughter-in-law, brother-in-law, sister-in-law, or other members of the same household. Two days for each occurrence for aunt, uncle, niece or nephew. The mentor and PDA must be notified.

Death of a Close Friend or Relative – 1 day each occurrence: The mentor and PDA must be notified.

Illness in the Immediate Family – Not to exceed 6 days per year: Immediate family shall be defined as wife, husband, parents (including step or foster parents) - , sister, brother, daughter, son, parent-in-law, grandparent, and grandchild; also the following who are members of the same household: son-in-law, daughter-in-law, brother-in-law, sister-in-law, niece, nephew, aunt and uncle. Both the mentor and PDA must be notified and grant approval.

Personal Business – 3 days each year. Both the mentor teacher and the PDA must approve these days in advance.

Educational Purposes – A limited number of additional days are available for

professional development opportunities outside the district such as professional conferences. Both the mentor and PDA must approve these days in advance.

Career Fairs – Because the Penn State Career Fair is a sponsored activity of Penn State Career Services, interns are allowed to and strongly encouraged to attend the Penn State Spring Education Career Day. In the event that an intern chooses not to attend the Penn State Career Fair, he/she is allowed to take one day to attend a different Educational Career Fair. The request to attend the alternative career fair needs to be approved by the PDA and mentor in advance.

Job Interviews- Interns are allowed to miss school to participate in job interviews requested by the school district. The intern should inform the mentor and PDA as early as possible about the interview.

Appendix A Sample Schedule Formats

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50	Morning Mtg.	Morning Mtg.	Morning Mtg.	Morning Mtg.	Morning Mtg.
9:15	Spelling	Spelling	Spelling	Spelling	Spelling
9:30	Math	Math	Math	Math	Math
10:15	Fluff Break	Fluff Break	Fluff Break	Fluff Break	Fluff Break
10:25	LA/SS	Art	Computer Lab Session	Math	PE
11:00	Goal Setting			Library	
11:05		Goal Setting	Practice for Conferences		
11:40	Read Aloud				
11:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	Recess	Recess	Recess	Recess	Friday Free Time
1:00		Guided Reading	SSR	Guided Reading	SSR,
1:05	Music		Guided Rdg		
1:45	1:45-2 SSR 2:00 Science	Science	Writer's Wkshp	Science	Friday Folders, Read Aloud
2:25			Read Aloud	Read Aloud	Read Aloud

Appendix B: 495A Performance Assessment Form

CI 495A Assessment Form Fall 2014 Penn State- State College Elementary PDS

Intern:	Mid-point	Final
Mentor:	PDA:	
School:	Grade	

Explanation of Ratings:

Consistently- The pre-service teacher’s performance always or almost always matches or exceeds the description.

Often – The pre-service teacher’s performance on this standard matches or exceeds the description most of the time but falls below now and then

Sometimes- The pre-service teacher’s performance on this standard matches or exceeds the description about half or a little more than half of the time

Rarely- The pre-service teacher’s performance on this standard fails to match or exceed the description more than half of the time

N.A. – Not applicable at this point in time

How to Use These Ratings:

First, determine where the intern is on the continuum of indicators for each Standard within each Focus Area and circle the rating.

Then, use the continuum ratings from each Standard to determine a comprehensive rating for each Focus Area.

Finally, use the comprehensive ratings from each Focus Area to determine an overall Comprehensive Rating for the Semester.

How to Determine the Comprehensive Rating:

The comprehensive rating is determined by the professional judgment of the PDA and the mentor teacher and is based on a summary of rating across all three focus areas. The goal is to insure that the intern is ready to proceed to the student teaching experience and to identify strengths and goals to be worked on during the next step in the developmental process.

Satisfactory: Typically a satisfactory rating results from earning a minimum rating of “sometimes” in at least two focus areas and a higher rating in at least one other focus area.

Unsatisfactory: Typically an unsatisfactory rating results from earning a “sometimes” in all three focus areas or a “rarely” in any one focus area.

Focus Area A- Becoming a Professional

Standard 1- The intern meets expectations and fulfills responsibilities

Indicators:

- A. Completes assignments and tasks accurately and meets deadlines
- B. Fulfills commitments dependable and willingly
- C. Maintains appropriate personal appearance
- D. Exhibits initiative, enthusiasm, and self-confidence

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 2 - The intern establishes productive, professional relationships

Indicators:

- A. Interacts tactfully with mentor, PDA, colleagues, parents, children, and others
- B. Shares ideas, information, and resources with colleagues and accepts ideas, information, and resources from others
- C. Respects personalities and teaching styles that are different from her/his own
- D. Seeks appropriate opportunities to become a participating member of the teaching division and the school as a whole

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments				

Standard 3 – The intern values and seeks professional growth

Indicators:

- A. Takes responsibility for own learning and skill development

- B. Takes advantages of opportunities for professional development, e.g. workshops, etc.
- C. Accepts and uses feedback from mentor, PDA and others as a vehicle for self-improvement

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 4- The intern demonstrates ethical and professional behavior

Indicators:

- A. Treats information about students, colleagues and the school confidentiality
- B. Places welfare of students as the primary consideration in making educational decisions
- C. Follows district and university rules and procedures as well as local, state and federal laws

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Overall Rating Focus Area A

Rating:

The intern meets or exceeds expectations				
Consistently	Often	Sometimes	Rarely	
Comments:				

Focus Area B – Learning to be a Teacher

Standard 1- The intern uses observation as an effective tool for learning about children and the teaching-learning process

Indicators:

- A. Establishes a purpose for observations and collects information that is consistent with that purpose
- B. Initiates conversations with and asks questions of the mentor and PDA concerning observations that have been made
- C. Understands the differences between observations and judgments and uses those differences to interpret own observations

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 2 – The intern uses writing as a tool for learning about children and the teaching-learning process

Indicators:

- A. Values written reflection as a tool for learning about teaching
- B. Uses journals and other course assignments as an opportunity to think through concepts and make sense of readings, observations, and discussions
- C. Uses journals as an opportunity to ask questions concerning readings, observations, and discussions

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 3 – The intern makes connections across PDS experiences

Indicators:

- A. Makes connections across the PDS methods courses throughout the semester
- B. Connects classroom observations to concepts and skills that have been studied and discussed in methods courses
- C. Makes connections across different learning situations and contexts within the classroom and across classrooms

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Overall Rating Focus Area B

Rating:

The intern meets or exceeds expectations				
Consistently	Often	Sometimes	Rarely	
Comments:				

Focus Area C – Developing Understandings and Capabilities

Standard 1 – The intern demonstrates an understanding of effective planning in initial lessons or sets of lessons

Indicators:

- A. Plans accurate content at an appropriate developmental level
- B. Uses information about students’ prior understanding of the concepts in planning instruction
- C. Focuses on goals and objectives that call for student understanding of content, important skill development, and/or acquisition of important attitudes

- D. Matches goals to district curriculum, and state and national standards
- E. Plans activities that are consistent with goals
- F. Plans for assessment of the degree to which students acquire the goals of the lessons

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 2 – The intern implements plans in ways that are consistent with learning theory and effective instruction

Indicators:

- A. Uses instructional strategies that are consistent with lesson goals
- B. Organizes classroom procedures and routines to support the learning activities and goals
- C. Is aware of student behavior and attempts to keep learners engaged throughout the lesson
- D. Attempts to monitor student understanding during the lesson

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 3- The intern reflects on initial lessons systematically in terms of their impact on learners

Indicators:

- A. Uses assessment data to determine what students have and have not learned during the lesson
- B. Seeks and accepts feedback from mentor and PDA concerning lesson effectiveness
- C. Uses videotapes, audio tapes, observation data, or journaling to assess effectiveness of lessons independently

D. Uses own judgments, student assessment data, and feedback from others to enhance the effectiveness of future lessons

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 4 – The intern works effectively with small groups using lessons developed by the mentor

Indicators:

- A. The intern understands what students are supposed to learn as a result of the small group activity
- B. The intern attempts to implement the mentor’s plans accurately
- C. The intern assesses whether students are achieving the goals of the activity
- D. The intern adjusts the activities when necessary, to increase student learning and discusses these adjustments with the mentor
- E. The intern uses small group work as an opportunity to learn more about children and the teaching-learning process

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Standard 5 – The intern is developing instructional and technology skills

Indicators:

- A. Seeks opportunities to develop appropriate technology skills for personal use as well as for instructional use
- B. Handles routine management tasks successfully
- C. Uses voice, e.g. volume, tone, pitch, appropriately

- D. Models effective communication in both oral and written form
- E. Writes legibly on chalkboard, white board, etc.
- F. Uses questions as an effective instructional tool

Rating:

Consistently	Often	Sometimes	Rarely	N/A
Comments:				

Overall Rating Focus Area C**Rating:**

The intern meets or exceeds expectations				
Consistently	Often	Sometimes	Rarely	
Comments:				

Comprehensive Rating Fall Semester (End of semester only)

Meets or Exceeds Expectations	Does Not Meet Expectations
Satisfactory	Unsatisfactory

Demonstrated Areas of Strength across Focus Areas:**Suggested Goals for Next Phase of Intern Development:**

Appendix C: Directions for Creating and Submitting the Extended Teaching Platform Version 2

The Extended Teaching Platform Web Page/Folio- Versions 2, 3 and 4

You will create your Extended Teaching Platform in Taskstream as a folio/web page and then submit it for evaluation to the “PK-4 PDS CI 495A, D, and F DRF ” (Directed Response Folio). You will develop the web page gradually over the course of the year in three versions. The goal, by the end of the year, is to have a platform that identifies your key beliefs about teaching and learning and illustrates how you have put those beliefs into practice.

Part 1- Creating the Folio/Web Page

- A. Log on to Task Stream and go to “Folios and Web Pages.”
- B. Create a new folio/ web page by naming it (E.G. Your Name’s Extended Teaching Platform) and clicking create
- D. For the next step- “select template”

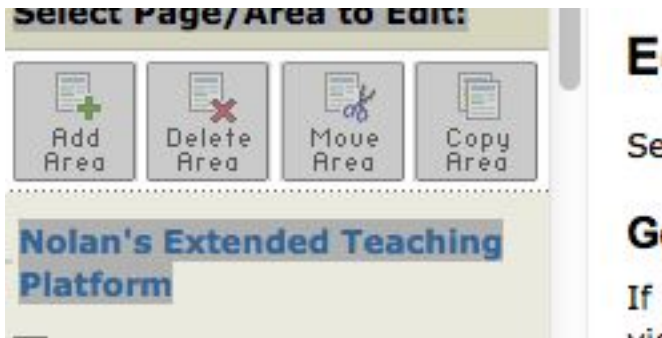
New Folio/Web Page Name:	Nolan's Extended Teaching Platform
Select Template Category:	<input type="radio"/> General Purpose Templates (created by Taskstream) <input checked="" type="radio"/> Custom Templates (designed by your learning community)

Choose the button that says “ Custom Template (designed by your learning community)” and then choose “ **Extended Teaching Platform Template**” from the pull down menu and hit “continue”

New Folio/Web Page Name:	Nolan's Extended Teaching Platform
Select Template Category:	<input type="radio"/> General Purpose Templates (created by Taskstream) <input checked="" type="radio"/> Custom Templates (designed by your learning community)
Select Custom Template:	<input type="text" value="Extended Teaching Platform Template"/>
<input type="button" value="Cancel"/> <input type="button" value="Continue"/>	

E. Next choose whatever theme, layout and color scheme you like (You can change this selection any time you want) and hit “Apply.” If you want to, you can hit “Preview” to see what it will look like on the web.

F. Next select “ Edit Content” and then over on the left click on the name of your portfolio



This will take you to the home page of your folio/web page, now choose edit and do the following:

- 1) replace the picture with one of your choosing and also;
- 2) write a brief introduction to your platform. It could be something like this:

“Welcome to my Teaching Platform that I developed during my PDS internship year as a third grade intern in Happy Valley Elementary School. The platform explains my key beliefs about teaching and learning developed over the course of the year and also shows how I have put those beliefs into practice in my elementary classroom.”

G. Once you have changed the image and text on your home page, you can begin working on Version 2. Version 2 will build the basis for versions 3 and 4. Versions 3 and 4 will be almost identical to each other.

H. For version 2 click on the first belief section “ My Key Belief about Planning” then choose “Add text and Image” and type in your key belief about planning. You do not need to add an image unless you want to, just type the belief



K. When you are ready for versions 3 and 4 in the spring semester, you will simply be revising your beliefs and adding illustrations and justifications.

Part 2 - Submitting your Extended Teaching Platform Version 2 for Evaluation

1. Log on to Taskstream and go to the PK-4 PDS CI 495 A, D and F DRF

2. Click on Teaching Platform Version 2
3. Click the Add Attachments tab
4. Then choose "an artifact created in Taskstream, then from the pull down menu, choose web folio, then chose "your name extended teaching platform"

Add New Attachment

Select File:

A file saved on your computer

Attach a previously uploaded file

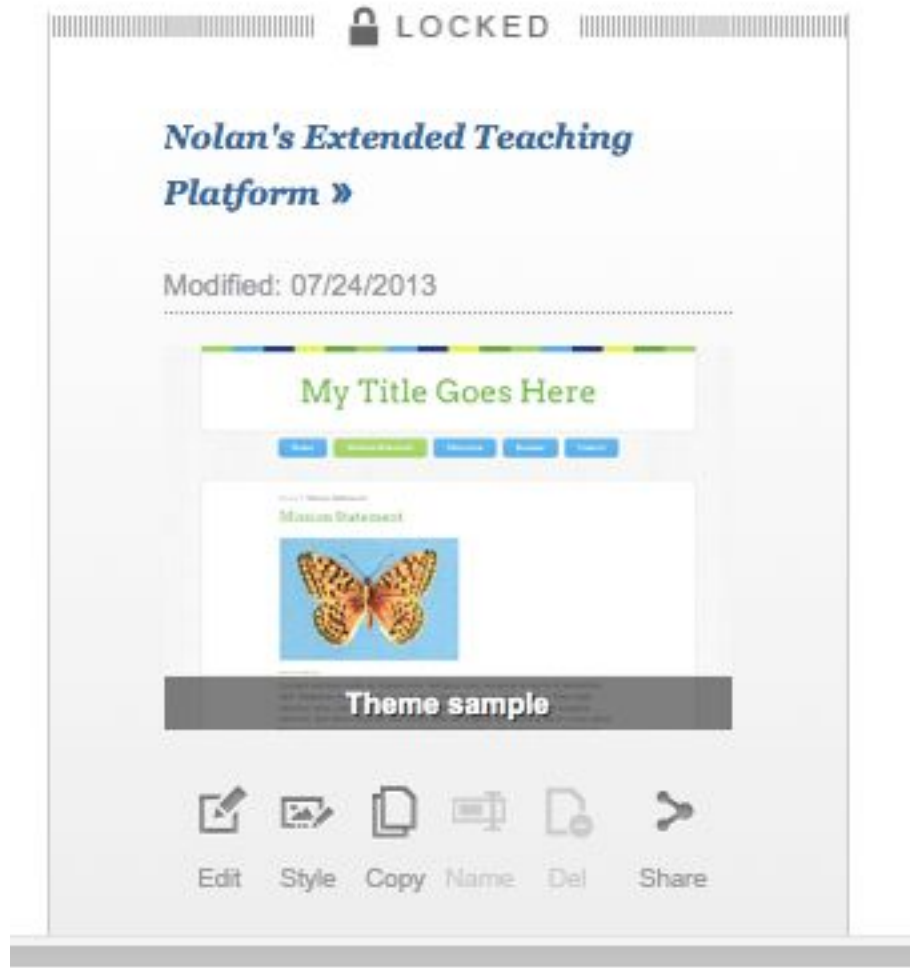
An artifact created in Taskstream
(Lesson, Folio, etc.)

Web Folios

Nolan's Extended Teaching Platform

No files have

5. then click "add file"
6. Then click " save and return"
7. Then hit" submit work" choose your classroom PDA's name and hit "submit for evaluation. You can add a comment if you want, but that is not necessary. You can also print a confirmation if you want.
8. After submitting your portfolio requirement:
Go back to folio/webpages. Find the folio that you just submitted. (Note- it will say locked and show a lock). Click on "Copy"



This will create a new copy of your folio that you can continue to work on. Name the copy in some way that includes an indication that it is version 3, e.g. "Nolan Extended Platform Version 3"

You can then use this version to begin to build Version 3 whenever you are ready.

You will follow the same steps in submitting versions 3 and 4 later in the year

Syllabus: CI495A: Clinical Application of Instruction—Early Childhood Education

Course Coordinator

Alicia M. McDyre, Ph.D.
173A Chambers
axd252@psu.edu

Meeting Times: Seminars

Tuesday 4:15-5:30

Field Experience Site Days

Tuesday/Thursday: September 6, 2016 (Subject to first placement day) to December 8, 2016

Required Text:

CI495A course readings are available on Canvas.

Introduction to CI495A

This PreK-4 field experience opportunity, (often referred to as *Pre-Student Teaching*) is one of a block of four courses taken simultaneously. This block of courses (referred to as the *Discipline Inquiry* or *DI Block*) includes MTHED 420, SCIED 458, and SSED 430W. During the majority of your semester, you will have MTHED 420, SCIED 458, and SSED 430W on Monday, Wednesday, and/or Friday, and will be out in the schools for CI 495A on Tuesdays and Thursdays. A Penn State University faculty member will serve as your supervisor for your field experience. This supervisor also serves as your instructor for the seminar component of CI 495A. Together with your supervisor and instructors from the three other DI Block courses, a cooperating teacher will mentor you. All of those in the program are dedicated to helping you have a successful experience.

CI 495A provides an opportunity for you to integrate ideas across the DI Block as you explore the world of classroom teaching. This experience will direct you to examine the following questions:

- What does it mean to be a teaching professional and to establish professional relationships with teachers, students, and families?
- How can I use the tools of observation, writing, reflection, teaching, and research to learn to be a great teacher?
- How can I apply what I am learning in the DI Block (MTHED420, SCIED458, and SSED430W, as well as my experience in the LLED Block and other related course work, to improve my teaching?
- How can I know when I am teaching well?

The *Penn State University Teacher Education Performance Framework* guides our teacher education program. It is intended to achieve the desired outcomes in the following *Domains* of teaching:

- Planning and Preparation for Student Learning
- Teaching
- Inquiry and Analysis of Teaching and Learning
- Fulfilling Professional Responsibilities

Grading

CI 495A is graded on a Satisfactory/Unsatisfactory (S/U) basis. Satisfactory completion of CI 495A requires (a) satisfactory completion of all written assignments, (b) satisfactory contribution to weekly seminars, and (c) satisfactory performance within each of the four *Domains* as described in Appendix A: *Assessment Form for 495A/B/C*.

(Note: To earn or maintain Dean's List status, a minimum of 12 credits in courses that give letter grades must be earned each semester. You are not eligible for the Dean's List unless you are enrolled in 3 credits outside of the DI Block.)

Assignments

The assignments for this course address the five areas of the Inquiry into Teaching and Learning Project listed below. These five areas of the ITLP are also used as the framework for assignments during the student teaching semester.

1. Inquiry into the social and environmental context of the community where students live.
2. Inquiry into the learning environment where children are schooled.
3. Inquiry into the standardized and personalized curriculum of the school.
4. Inquiry into how children learn.
5. Inquiry into facilitating learning in the classroom.

These five areas of inquiry reinforce our program's focus on Discipline Inquiry, which is the hallmark of the DI Block semester.

List of assignments:

1. The Learning Environment Paper

The term *Learning Environment* is commonly used in education to address the development of a healthy climate for learning. This climate is affected by many things, including (a) the qualities of the teacher's charisma and personality in the classroom, (b) the rules for student behavior, (c) the specific language the teacher uses with students, (d) the nature of the classroom community that develops under the guidance of the teacher, (e) the level and the quality of attentiveness that teachers maintain towards individual students, and (f) the types and varieties of learning opportunities—such as projects, problem solving, and use of technologies.

The creation of a healthy learning environment is an ongoing process throughout your teaching career that requires continual fine-tuning. As a way of encouraging you to begin your thinking about the design of your own learning environment, you will write a response to one of the following essay questions taking from the Pennsylvania Teaching Application: (1) *What are the most important qualities of an outstanding educator?* (2) *What is my philosophy of student discipline?* (3) *What is the importance of continuing professional development, and how should I plan to incorporate it throughout my career?* (4) *How should I integrate information technology (i.e., computers/internet) into the instructional process and curriculum?* This assignment will be submitted to Taskstream.

2. Lesson Planning

One of the competencies you are expected to demonstrate in CI 495A is the ability to effectively plan, implement, assess, and document learning activities. The somewhat misleading, yet common term for this type of documentation is called a *lesson plan*. The process of planning directs you to identify the purpose of your activity (its *goals* or *outcomes*, or *objectives*), the materials you will need, and the processes you will use to assess the success of the lesson. In CI 495A, there is a lot of emphasis on lesson plan writing as it is our best way to assess your thinking about instruction. Teachers do not all plan the same way. They generally do not document their thinking as thoroughly as we require you to do as you write your lesson plans. The CI 495A Lesson Plan requires you to fill out a template that walks you through the steps that we require. During this semester you will submit a minimum of ten (10) lesson plans to Taskstream.

3. Reading Response

The difference between a teacher who becomes stagnant in thinking and one who truly grows in the profession is learning where ideas about teaching can come from. While you will learn much from your experience in the schools and much from the conversations you have with your DI Block members, to become a great teacher you must be open to a larger audience. One such source is in the writings of outstanding teachers, teacher-educators, researchers, educational policy makers, and public scholars. Your supervisor will make selections from our bank of reading selections and provide you with the reading assignment for the next seminar session so that you can complete the reading in a timely fashion. These readings will become a source for discussion in your weekly seminars. You are expected to have all assigned readings completed by the dates provided by your supervisor. Your supervisor will describe the ways you should be prepared to discuss the readings in your seminars.

4. Video Recording Your Teaching

You will be required to record yourself teaching twice during the semester. It is suggested you do the first video during the beginning of your field experience and the second video towards the end. After recording your lesson, write a written reflection on what you observed and how it will inform your future teaching. Your supervisor will have a list of specific items to look for during your recording.

5. The Portfolio

During this semester and the student teaching semester, you will be developing a teaching portfolio. The portfolio consists of *artifacts*. The artifacts are evidence of your best work. An example of an artifact might be a written lesson plan, a sample of student work, the notes taken by someone who observes your teaching, a reflection you made concerning something you observed going on in the classroom, or other evidence that addresses the items in the Performance Framework. As you consider the artifacts that will become your portfolio, you will submit a written justification for what makes this artifact important.

Your supervisor will assist you in the development of your portfolio, including the generation of an inventory of appropriate artifacts. This portfolio will be invaluable to you when you prepare for the job interview. Taskstream provides a repository for your artifacts. The 19 Performance Indicators listed on the Performance Framework serve as the categories for which your artifacts will be placed. At midterm, you will be expected to have completed 4 of the indicators, one in each category. At the end of the semester, you will have completed 8 indicators, two in each category. By the time you complete student teaching, you will have an artifact for all 19 categories.

Protocol and Professional Requirements

CI 495A provides you with an opportunity to observe and participate in the professional activities of a teacher. The field experience is a cooperative venture that relies on the support of people from the schools as well as Penn State. As a representative of Penn State, you have a responsibility in the development of this relationship. Being fully aware that the school environment will place many new demands on you is the first step in forging this relationship.

Understanding the Guest-Host Relationship

Penn State's College of Education works with a large number of school districts each year to provide field experiences. Pre-service teachers are placed in a particular district only after that district has invited them and has agreed to work jointly with Penn State. Penn State students as well as Penn State Faculty Supervisors are always there as guests of the host district. Each school district with which Penn State has a working relationship maintains its own regulations, procedures, instructional practices, professional philosophies, and personal and professional expectations that influence the teachers and pre-service teachers working their district.

Your acceptance of a placement assignment indicates an understanding of this Guest-Host Relationship, and, that you are expected to abide by the school calendar, regulation, procedures, instructional practices, and professional and personal expectations of the particular district to which you have been assigned. An inability to meet these district expectations may result in your withdrawal from the placement.

Professional Behavior

Your professional behavior manifests itself in the following ways:

- Maintaining an excellent attendance record.
- Showing initiative in your involvement with students and adults in the classroom and school.
- Developing rapport with students and other professionals.
- Being prepared to teach your lessons.
- Maintaining appropriate confidentiality and always acting ethically.
- Meeting all deadlines for assignments.
- Using standard spelling and grammar in communications with student, mentors, and parents.

Appearance

In the schools, professional attire and deportment is required. Professional dress in schools varies somewhat from school to school. Unusual hairstyles, piercings, tattoos, and clothing styles, and in particular, those that the school recognizes as a distraction to learning, must be avoided. The school faculty's dress often provides you with guidance about what is appropriate to wear at the school.

Attendance Policy

Attendance is required at all seminars and field experience days. Students may be excused from lectures, seminars, and field experiences for reasons of serious personal illness, death in the immediate family, religious holidays, or a conflicting and required Penn State event. In the case of an excused absence, all class work must be made up within a week. Excused field site days **must be made up by the end of the semester**. Excessive absences that do not allow for make-up time at the end of the semester may result in a grade of *Unsatisfactory* for the course, requiring you to retake the course the next semester.

School Attendance

Participation in the field experience program requires a commitment to that program, the mentor teacher, and most importantly the students. When your field experience commences, you will spend Tuesdays and Thursdays at your assigned site. You also will have one full week in the schools towards the end of the semester. (See calendar.) If, due to illness or family emergency, you cannot be at your school site on a given day, you are required to place a call to (1) your mentor teacher or school, (2) field experience supervisor, and (3) the CIFE Office (814.865.1734). Written (email) verification of the emergency must be presented to the field experience instructor within one week of the absence. Absences due to sanctioned university functions must be reported prior to the event through written notification by University personnel.

Extenuating circumstances such as inclement weather and school delays will be addressed on an individual basis in consultation with those involved. You may decide not to drive to schools when inclement weather makes driving more hazardous. This is a decision that must be made carefully, as your safety is paramount. The general rule of thumb is if school is held and you elect not to attend, the day must be made up (this also applies to delayed starts to the school day). If school is cancelled, the day does not need to be made up. You are not required to drive through a school district that is closed to reach your school, even if your school is not cancelled. In the case a school district is closed that you would otherwise have to drive through, you do not have to make up your day.

You are required to make up excused absences either during the field experience or during Penn State's final exam week. You are responsible for discussing make-up procedures with the field experience instructor and the mentor teacher within one school week of the absence. Excessive absences, more than can be made up in finals week, could result in an unsatisfactory rating for the course, as noted above.

Seminar Attendance

Seminar attendance is required. On the day of an unplanned absence (due to sudden illness or family emergency), a call or email must be placed to the supervisor **before** the scheduled seminar time. An unexcused absence or tardiness may result in an *unsatisfactory* rating in the area of professional responsibilities, which could result in an *unsatisfactory* for the course. Excessive excused absences could also result in an *unsatisfactory* rating for the course, which would result in the need to retake the course.

Identification Requirement

You must prominently display your University photo ID when you are in the schools as a security measure. In addition, some districts will require you to wear a visitor's badge and sign in and out of the building office on each visit. Please follow school policy on this.

Videotaping and Photographing Children

You must investigate district policy regarding the videotaping and photographing of students. District policies may range from (a) granting permission to videotape or photograph children for educational purposes only to (b) prohibiting such practice. You must check with your mentor before any videotaping or photographing is planned. If permission is needed from parents, it is your

responsibility to get the consent forms signed. If permission has been granted, an array of equipment is available for PSU student use at the Media Center in Thomas Building.

Teachers as Mandated Reporters

Pennsylvania law requires teachers and school employees to notify child protective services with any reasonable suspicions that a child is being hurt or is hurting him/herself or others in any way. Because you will be in contact with children, you have responsibilities to protect them. If abuse is suspected, you should notify the mentor teacher and field instructor, but *not* take matters into your own hands. This idea is repeated below in the language of Penn State's official statement:

All professionals in Pennsylvania who work with children are legally obligated to report suspected child abuse, including physical, verbal, sexual, or neglect. If you suspect abuse of a child in your placement site, as soon as possible, objectively write down what you saw and/or heard. Immediately contact your class instructor/supervisor to report your concern. It is the instructor's responsibility to report such suspicions to appropriate program administrators, who will follow district policy and procedures.

Internet Personalities and Professionalism

Privacy and free speech rights permit you to maintain and submit information on the Internet, including postings on Facebook and Twitter, and other social websites. However, you must consider how the information you post may be interpreted and used by colleagues, parents, administrators, and, above all, students. When you decide to post personal and private information on the web, you run the risk of having that information be used publicly, and its use may not be to your benefit. Please consider that:

- Administrators, parents, and mentors browse postings on social networks, forming first impressions and judging the moral character of pre-service and practicing teachers.
- Although you cannot fully control how others judge you, you *can* control the information from which others make judgments.
- As adults, students will look to you to model appropriate behaviors and choices. Students may not be able to distinguish between *adult* choices and appropriate behaviors for children.

Professional Guidelines:

- Maintain separate sites for professional and personal use.
- Do not share your username or personal web-addresses or social network accounts with students.
- If you do have personal web-space, like Facebook, arrange for it to be password protected and readable only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.
- Set your privacy settings for pictures so that you would have to approve them if you are tagged in them.
- If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you.

Misuse of social media may result in your removal from CI 495A, in which case you would receive a grade of Unsatisfactory and will have to retake the course. This will also prevent you from moving onto student teaching. In extreme cases of misuse of social media, you may be removed from the teacher education program.

STUDENT PREPARATION FOR CI 495 A FIELD EXPERIENCE REQUIREMENTS and DOCUMENTATION

- 1. Grade Point Average:** You must have earned a "C" or better in all prerequisite courses. (It is the student's responsibility to insure that all prerequisites have been met. If in doubt, contact your academic advisor.)
- 2. Registration:** You must be registered for all appropriate methods courses in addition to CI 495A.
- 3. Clearances:** On the first day of class, you must present your field experience instructor with photocopies of the following: *Department policy requires evidence of above noted clearances and

verifications on the first class day of the semester. If you do not have valid clearances (that is, you have an offense listed), please see your supervisor. You must retain the **original** copy of each of the clearances and verifications noted previously. Photocopies **only** are to be given to field experience instructors and will not be returned.

- a. Valid Act 34—Criminal History Clearance
 - b. Valid Act 151—PA Child Abuse Clearance
 - c. Valid FBI Fingerprint Clearance
4. **Liability Insurance** Verification of Professional Liability Insurance (Liability insurance must be current throughout the duration of the field experience.)
 5. **TB Test:** Verification of valid TB test.
 6. **Guest Host Form** (signed.)
 7. **Transportation** You must have, or have arranged for, transportation to and from your placement site.

ASSESSMENT FORM FOR 495 A/B/C

Field Experience: CI495A __ CI495B__ CI495C__

Pre-Service Teacher: _____ Date _____ Mid-point _____ Final _____

Evaluator: _____ Penn State Supervisor: _____

School: _____ Grade/Subject _____ Mentor: _____

Explanation of Ratings Continuum of Indicators:

- Consistently**—Performance matches or exceeds the descriptor with rare exception.
- Often**—Performance matches or exceeds the descriptor with few exceptions.
- Sometimes**—Performance matches or exceeds the descriptor approximately half of the time.
- Rarely**—Performance matches or exceeds the descriptor less than half the time.
- Not Observed**—Performance of the descriptor not observed.

How to use these ratings:

- First: Determine the appropriate ratings indicator for each *Standard*.
- Second: Use these ratings from each *Standard* to determine the *Comprehensive Rating* for each *Focus Area*.
- Third: Use the ratings from each *Focus Area* to determine an overall *Comprehensive Rating*.

How to Determine the Comprehensive Rating:

The *Comprehensive Rating* is determined in consultation between the CI495 instructor and the classroom mentor teacher. *This rating guides the decision about whether the teaching candidate is ready to proceed on to the student teaching experience.*

FOCUS AREA A: BECOMING A PROFESSIONAL		Comments
Standard 1: Meeting expectations and fulfilling responsibilities. a. Completes assignments and tasks accurately and meets deadlines. b. Fulfills commitments dependably and willingly. c. Maintains appropriate personal appearance. d. Exhibits initiative, enthusiasm, and self-confidence	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	
Standard 2: Establishes productive, professional relationships. a. Interacts tactfully with mentor, colleagues, parents, children, and others. b. Shares ideas, information, and resources with colleagues and accepts ideas, information, and resources from others. c. Respects personalities and teaching styles that are different from his/her own. d. Seeks appropriate opportunities to become a participating member of the teaching division, and school as a whole.	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	
Standard 3: Values and seeks professional growth. a. Takes responsibility for own learning and skill development. b. Takes advantage of opportunities for professional development, e.g. workshops, etc. c. Accepts and uses feedback from mentor, supervisor and others as a vehicle for self-improvement.	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	

<p>Standard 4: Demonstrates ethical and professional behavior.</p> <ul style="list-style-type: none"> a. Treats information about students, colleagues and the school confidentially b. Places welfare of students as the primary consideration in making educational decisions c. Follows district and university rules and procedures as well as local, state and federal laws 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area A</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	

<p>FOCUS AREA B: LEARNING ABOUT TEACHING</p>		<p>Comments</p>
<p>Standard 1: Uses observation to learn how children learn.</p> <ul style="list-style-type: none"> a. Recognizes a purpose for observation, and collects data that addresses that purpose. b. Does not confuse <i>observations</i> with <i>judgments</i> and is able to accurately interpret observations. c. Initiates conversations and asks questions about observations. 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Standard 2: The pre-service teacher uses writing as a tool for learning about children and the teaching-learning process. <i>*(to be assessed by field instructor only)</i></p> <ul style="list-style-type: none"> • Values written reflection as a tool for learning about teaching. • Recognizes journals and other course assignments as an opportunity to think through concepts and make sense of readings, observations, and discussions. • Uses journals to ask questions concerning readings, observations, and discussions 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Standard 3: The pre-service teacher makes connections across experiences.</p> <ul style="list-style-type: none"> • Makes connections across the methods courses throughout the semester • Connects classroom observations to concepts and skills that have been studied and discussed in methods courses • Makes connections across different learning situations and contexts within the classroom and across classrooms 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area B</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	

FOCUS AREA C: DEVELOPING UNDERSTANDINGS AND CAPABILITIES		Comments
<p>Standard 1: Demonstrates an understanding of effective planning in initial lessons or sets of lessons.</p> <ul style="list-style-type: none"> a. Lesson content is appropriate for student abilities. b. Uses knowledge of students' experience with lesson concepts when planning instruction. c. Plans activities consistent with goals. d. Develops lessons that encourage student understanding of significant content, skills, and dispositions toward learning. e. Lesson activities address appropriate district, state, and national curriculum and standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 2: Implements instruction in ways consistent with learning theory and effective instruction.</p> <ul style="list-style-type: none"> a. Uses instructional strategies consistent with lesson goals. b. Organizes classroom procedures and routines to support the learning activities and goals. c. Monitors student understanding during lessons. d. Monitors student behavior and attempts to keep learners engaged throughout the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 3: Reflects on initial lessons systematically to ascertain his/her impact on learners.</p> <ul style="list-style-type: none"> a. Uses assessment data to determine what students have or have not learned during the lesson. b. Seeks and accepts responses from mentor and supervisor concerning lesson effectiveness. c. Uses a variety of sources, such as video recording, audio recording, observation data, journaling, to assess own performance and student learning. d. Uses own judgment, student assessment data, and student response to improve future lessons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 4: Works effectively with small groups using lessons developed by the mentor.</p> <ul style="list-style-type: none"> a. Understands the goals of the lesson. b. Attempts to implement the mentor's plans accurately c. Assesses whether students are achieving the goals of the activity d. Adjusts the activities, when necessary, to increase student learning and discusses these adjustments with the mentor e. Uses small group work as an opportunity to learn more about children and the teaching-learning process 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	

<p>Standard 5: The pre-service teacher is developing instructional and technological skills.</p> <ul style="list-style-type: none"> a. Seeks opportunities to develop appropriate technology skills for personal use as well as for instructional use b. Handles routine management tasks successfully c. Uses voice, e.g. volume, tone, pitch, appropriately d. Models effective communication in both oral and written form e. Writes legibly on chalkboard, white board, etc. f. Uses questions as an effective instructional tool 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area C</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	



<p style="text-align: center;">Comprehensive Rating <i>Note: End of Semester Only</i></p> <p>Satisfactory: Typically a satisfactory rating results from earning a minimum rating of “sometimes” in at least two focus areas and a higher rating in at least one other focus area.</p> <p>Unsatisfactory: Typically an unsatisfactory rating results from earning a “sometimes” in all three focus areas or a “rarely” in any one focus area.</p>	<p>___ Satisfactory ___ Unsatisfactory</p>	<p>Comments</p>
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Demonstrated Areas of Strength across Focus Areas:

Suggested Goals for Student Teaching:

Signatures

Assessor’s Title	Assessor’s Signature	Assessor’s Address/Phone	Conference Date
FE Supervisor			
Mentor Teacher			
Student Teacher			

Syllabus: CI495B: Clinical Application of Instruction—Middle Level Education

Instructors

Kim Mowery
kfm12@psu.edu

Shari Reed
sah112@psu.edu

Course Coordinator

Dr. Alicia McDyre
amcdyre@gmail.com

Seminar Meeting Times:

Tuesday, 4:35-5:50, 209 Chambers and TBD

Field Experience Site Days

Monday and Tuesday, full school day, August 28, 2017 to December 8, 2017

Required Text:

- CI495B course readings available on Canvas.

Introduction to CI495B

This 4th-8th grade field experience opportunity, (often referred to as *Pre-Student Teaching*) is one of a block of five courses taken simultaneously. This block of courses (referred to as the *Integrated Inquiry* or *II Block*) includes CI405, MTHED 420, SCIED 458, and SSED 430W. You will be out in the schools for CI 495B on Mondays and Tuesdays, and take your block classes later in the weeks, except for the two full weeks when you will be in the schools. A Penn State University faculty member will serve as your supervisor for your field experience. This supervisor also serves as your instructor for the seminar component of CI 495B. Together with your supervisor and instructors from the three other II Block courses, a cooperating teacher will mentor you. All of those in the program are dedicated to helping you have a successful experience.

CI 495B provides an opportunity for you to integrate ideas across the II Block as you explore the world of classroom teaching. This experience will direct you to examine the following questions:

- a. What does it mean to be a teaching professional and to establish professional relationships with teachers, students, and families?
- b. How can I use the tools of observation, writing, reflection, teaching, and research to learn to be a great teacher?
- c. How can I apply what I am learning in the II Block (CI 405, MTHED420, SCIED458, and SSED430W), as well as my experience in the LLED Block and other related course work, to improve my teaching?
- d. How can I know when I am teaching well?

The *Penn State University Teacher Education Performance Framework* guides our teacher education program. It is intended to achieve the desired outcomes in the following *Domains* of teaching:

- A. Planning and Preparation for Student Learning
- B. Teaching
- C. Inquiry and Analysis of Teaching and Learning
- D. Fulfilling Professional Responsibilities

Grading

CI 495B is graded on a Satisfactory/Unsatisfactory (S/U) basis. Satisfactory completion of CI 495B requires (a) satisfactory completion of all written assignments, (b) satisfactory contribution to weekly seminars, and (c) satisfactory performance within each of the four *Domains* as described in Appendix A: *Assessment Form for 495A/B/C*.

Assignments

The assignments for the course, as for all courses in the II Block, address the Teacher Preparation Standards for the Association for Middle Level Education (AMLE) (Appendix II). They focus on your understanding and application of knowledge of young adolescent development; middle level curriculum; middle level philosophy and school organization; middle level instruction and assessment; and middle level professional rules.

1. Planning for your Students' Learning

One of the competencies you are expected to demonstrate in CI 495B is the ability to effectively plan, implement, assess, and make choices about subsequent learning activities. The somewhat misleading, yet common, term for this type of documentation is called a *lesson plan*. The process of planning directs you to identify the purpose of your activity (its *goals* or *outcomes*, or *objectives*), the materials you will need, and the processes you will use to assess the success of the lesson. In CI 495B, there is a lot of emphasis on lesson plan writing as it is our best way to assess your thinking about instruction. Teachers do not all plan the same way. They generally do not document their thinking as thoroughly as we require you to do as you write your lesson plans, though most schools require some version of this process for new teachers. The II Block Lesson Plan requires you to fill out a template that walks you through the thinking processes that we require. During this semester, you will write approximately 5 learning lesson plans, which will be submitted via Canvas or Google. Some of these will be created in conjunction with your other courses.

2. Reading Response

The difference between a teacher who becomes stagnant in thinking and one who truly grows in the profession is learning where ideas about teaching can come from. While you will learn much from your experience in the schools and much from the conversations you have with your II Block members, to become a great teacher you must be open to a larger audience. One such source is in the writings of outstanding teachers, teacher-educators, researchers, educational policy makers, and public scholars. Your supervisor will make selections from our bank of reading selections and provide you with the reading assignment for the next seminar session so that you can complete the reading in a timely fashion. These readings will become a source for discussion in your weekly seminars. You are expected to have all assigned readings completed by the dates provided by your supervisor. Your supervisor will describe the ways you should be prepared to discuss the readings in your seminars.

3. Discussion Facilitator

You will be expected to facilitate a discussion during seminar at least once during the semester, and will have some input on the material you will use for this. You will use facilitation strategies that will be useful to you during your time as a student teacher and beyond, and will reflect on (and receive feedback on) your effectiveness as a facilitator. This will not only help prepare you for your time in the classroom by giving you and your fellow students exposure to a wide range of articles on teaching, but will also help you practice your craft.

4. Video Analysis

You will bring video clips of your teaching to seminar twice during the semester. With the help of your cohort members, you will begin to analyze different teaching choices you make as you work with your students.

5. The Portfolio

During this semester and the student teaching semester, you will be developing a teaching portfolio. The portfolio consists of *artifacts*. The artifacts are evidence both of your growth over time, and also of your best work. An example of an artifact might be a written lesson plan, a sample of student work, the notes taken by someone who observes your teaching, a reflection you made concerning something you observed going on in the classroom, or other evidence that addresses the items in the

AMLE standards. As you consider the artifacts that will become your portfolio, you will justify in writing what makes these artifacts important. Therefore, each artifact should be accompanied by a very short explanation of its relevance. One artifact can represent more than one indicator.

This portfolio will be a testament to your hard work and success as a teacher, and the process of creating it will be invaluable to you when you prepare for job interviews. You may decide what form this portfolio takes. It can be some form of a document, slide-set, website or can have a different format. You may also choose to create a binder that you will take with you to interviews. Your portfolio is, eventually, expected to showcase your experience with many indicators in the AMLE ML Teacher Preparation Standards. By the time you have completed student teaching, in the spring you will have at least one artifact that represents most indicators.

At the end of the fall semester, you will assemble evidence of mastery in **one** element for **each of the five** AMLE standards.

6. Written Reflection

Reflecting is an important part of good teaching. To help you develop this skill, you will be asked to reflect, in writing, on several aspects of your field experience. You will reflect on your teaching using specific questions within 24 hours of having taught planned lessons. Periodically, you will be asked to reflect in writing on your experiences in general. Finally, you may be asked to write written responses to the articles you read in preparation for seminar or written responses following discussion.

7. Field Evaluation

You will also be evaluated on your work in the field. You, your mentor and your supervisor will reflect on your work twice during the semester, using the attached assessment form in Appendix I. This group of 3 will meet in October to assess your progress and set a goal for you, and then again in December to do the same. This process also represents the kinds of professional conversations you will have about your teaching both in the spring and during your career.

Protocol and Professional Requirements

CI 495B provides you with an opportunity to observe and participate in the professional activities of a teacher. The field experience is a cooperative venture that relies on the support of people from the schools as well as Penn State. As a representative of Penn State, you have a responsibility in the development of this relationship. Being fully aware that the school environment will place many new demands on you is the first step in forging this relationship.

Understanding the Guest-Host Relationship

Penn State's College of Education works with a large number of school districts each year to provide field experiences. Pre-service teachers are placed in a particular district only after that district has invited them and has agreed to work jointly with Penn State. Penn State students as well as Penn State Faculty Supervisors are always there as guests of the host district. Each school district with which Penn State has a working relationship maintains its own regulations, procedures, instructional practices, professional philosophies, and personal and professional expectations that influence the teachers and pre-service teachers working their district.

Your acceptance of a placement assignment indicates an understanding of this Guest-Host Relationship, and, that you are expected to abide by the school calendar, regulations, procedures, instructional practices, and professional and personal expectations of the particular district to which you have been assigned. An inability to meet these district expectations may result in your withdrawal from the placement.

Professional Behavior

Your professional behavior manifests itself in the following ways:

- Maintaining an excellent attendance record.
- Showing initiative in your involvement with students and adults in the classroom and school.
- Developing rapport with students and other professionals.
- Being prepared to teach your lessons.

- Maintaining appropriate confidentiality and always acting ethically.
- Meeting all deadlines for assignments.
- Using standard spelling and grammar in communications with student, mentors, and parents.
- Commitment to middle level philosophy
- Being open to suggestions from others and responding positively to feedback

Professionalism includes, but is not limited to, this list. You will receive support from all of your II Block instructors about your development as a teaching professional. You will be involved in conversations regarding your progress in these areas as necessary.

Appearance

In the schools, professional attire and deportment is required. Professional dress in schools varies somewhat from school to school. Unusual hairstyles, piercings, tattoos, and clothing styles, and in particular, those that the school recognizes as a distraction to learning, must be avoided. The school faculty's dress often provides you with guidance about what is appropriate to wear at the school.

Attendance Policy

Attendance is required at all seminars and field experience days. Students may be excused from lectures, seminars, and field experiences for reasons of serious personal illness, death in the immediate family, religious holidays, or a conflicting and required Penn State event. In the case of an excused absence, all class work must be made up within a week. Excused field site days **must be made up by the end of the semester**. Excessive absences that do not allow for make-up time at the end of the semester may result in a grade of *Unsatisfactory* for the course, requiring you to retake the course the next semester.

School Attendance

Participation in the field experience program requires a commitment to that program, the mentor teacher, and most importantly the students. When your field experience commences, you will spend Mondays and Tuesdays all day at your assigned site. You also will have two full weeks in the schools. If, due to illness or other emergency, you cannot be at your school site on a given day, you are required to place a call to (1) your mentor teacher or school, (2) field experience supervisor, and (3) the CIFE Office (814.865.1734). Written (email) verification of the emergency must be presented to the field experience instructor within one week of the absence. Absences due to sanctioned university functions must be reported prior to the event through written notification by University personnel.

Extenuating circumstances such as inclement weather and school delays will be addressed on an individual basis in consultation with those involved. You may decide not to drive to schools when inclement weather makes driving more hazardous. This is a decision that must be made carefully, as your safety is paramount. The general rule of thumb is if school is held and you elect not to attend, the day must be made up (this also applies to delayed starts to the school day). If school is cancelled, the day does not need to be made up. You are not required to drive through a school district that is closed to reach your school, even if your school is not cancelled. In the case a school district is closed that you would otherwise have to drive through, you do not have to make up your day.

You are required to make up excused absences either during the field experience or during Penn State's final exam week. You are responsible for discussing make-up procedures with the field experience instructor and the mentor teacher within one school week of the absence. Excessive absences, more than can be made up in finals week, could result in an unsatisfactory rating for the course, as noted above.

Seminar Attendance

Seminar attendance is required. On the day of an unplanned absence (due to sudden illness or family emergency), a call or email must be placed to the supervisor **before** the scheduled seminar time. An unexcused absence or tardiness may result in an *unsatisfactory* rating in the area of professional responsibilities, which could result in an unsatisfactory for the course. Excessive excused absences could also result in an unsatisfactory rating for the course, which would result in the need to retake the course.

Identification Requirement

You must prominently display your University photo ID when you are in the schools as a security measure. In addition, some districts will require you to wear a visitor's badge and sign in and out of the building office on each visit. Please follow school policy on this.

Videotaping and Photographing Children

You must investigate district policy regarding the videotaping and photographing of students. District policies may range from (a) granting permission to videotape or photograph children for educational purposes only to (b) prohibiting such practice. You must check with your mentor before any videotaping or photographing is planned. If permission is needed from parents, it is your responsibility to get the consent forms signed. If permission has been granted, an array of equipment is available for PSU student use at the Media Center in the Thomas Building.

Teachers as Mandated Reporters

Pennsylvania law requires teachers and school employees to notify child protective services with any reasonable suspicions that a child is being hurt or is hurting him/herself or others in any way. Because you will be in contact with children, you have responsibilities to protect them. If abuse is suspected, you should notify the mentor teacher and field instructor, but *not* take matters into your own hands. This idea is repeated below in the language of Penn State's official statement:

All professionals in Pennsylvania who work with children are legally obligated to report suspected child abuse, including physical, verbal, sexual, or neglect. If you suspect abuse of a child in your placement site, as soon as possible, objectively write down what you saw and/or heard. Immediately contact your class instructor/supervisor to report your concern. It is the instructor's responsibility to report such suspicions to appropriate program administrators, who will follow district policy and procedures.

Internet Personalities and Professionalism

Privacy and free speech rights permit you to maintain and submit information on the Internet, including postings on Facebook and Twitter, and other social websites. However, you must consider how the information you post may be interpreted and used by colleagues, parents, administrators, and, above all, students. When you decide to post personal and private information on the web, you run the risk of having that information be used publicly, and its use may not be to your benefit. Please consider that:

- Administrators, parents, and mentors browse postings on social networks, forming first impressions and judging the moral character of pre-service and practicing teachers.
- Although you cannot fully control how others judge you, you *can* control the information from which others make judgments.
- As adults, students will look to you to model appropriate behaviors and choices. Students may not be able to distinguish between *adult* choices and appropriate behaviors for children.

Professional Guidelines:

- Maintain separate sites for professional and personal use.
- Do not share your username or personal web-addresses or social network accounts with students.
- If you do have personal web-space, like Facebook, arrange for it to be password protected and readable only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.
- Set your privacy settings for pictures so that you would have to approve them if you are tagged in them.
- If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you.

Misuse of social media may result in your removal from CI 495B, in which case you would receive a grade of Unsatisfactory and will have to retake the course. This will also prevent you from moving onto student teaching. In extreme cases of misuse of social media, you may be removed from the teacher education program.

STUDENT PREPARATION FOR CI 495B FIELD EXPERIENCE REQUIREMENTS and DOCUMENTATION (see CIFE website for up-to-date information)

- 1. Grade Point Average:** You must have earned a “C” or better in all prerequisite courses. (It is the student’s responsibility to insure that all prerequisites have been met. If in doubt, contact your academic advisor.)
- 2. Registration:** You must be registered for all appropriate methods courses in addition to CI 495B.
- 3. Clearances:** On the first day of class, you must present your field experience instructor with photocopies of the following: *Department policy requires evidence of above noted clearances and verifications on the first class day of the semester. If you do not have valid clearances (that is, you have an offense listed), please see your supervisor. You must retain the **original** copy of each of the clearances and verifications noted previously. Photocopies **only** are to be given to field experience instructors and will not be returned.
 - a. Valid Act 34—Criminal History Clearance
 - b. Valid Act 151—PA Child Abuse Clearance
 - c. Valid FBI Fingerprint Clearance
- 4. Liability Insurance** Verification of Professional Liability Insurance (Liability insurance must be current throughout the duration of the field experience.)
- 5. TB Test:** Verification of valid TB test.
- 6. Guest Host Form** (signed.)
- 7. Transportation** You must have, or have arranged for, transportation to and from your placement site.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Accommodation of different abilities

Penn State welcomes students with disabilities into the University’s educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides [contact information for every Penn State campus](#). For further information, please visit [Student Disability Resources website](#).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [See documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses](#)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Equity/ Resources for Reporting Bias

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](#).

Appendix I - ASSESSMENT FORM FOR 495 A/B/C

Field Experience: CI495A __ CI495B__ CI495C__

Pre-Service Teacher: _____ Date _____ Mid-point _____ Final _____

Evaluator: _____ Penn State Supervisor: _____

School: _____ Grade/Subject _____ Mentor: _____

Explanation of Ratings Continuum of Indicators:

- Consistently**—Performance matches or exceeds the descriptor with rare exception.
- Often**—Performance matches or exceeds the descriptor with few exceptions.
- Sometimes**—Performance matches or exceeds the descriptor approximately half of the time.
- Rarely**—Performance matches or exceeds the descriptor less than half the time.
- Not Observed**—Performance of the descriptor not observed.

How to use these ratings:

- First: Determine the appropriate ratings indicator for each *Standard*.
- Second: Use these ratings from each *Standard* to determine the *Comprehensive Rating* for each *Focus Area*.
- Third: Use the ratings from each *Focus Area* to determine an overall *Comprehensive Rating*.

How to Determine the Comprehensive Rating:

The *Comprehensive Rating* is determined in consultation between the CI495 instructor and the classroom mentor teacher. *This rating guides the decision about whether the teaching candidate is ready to proceed on to the student teaching experience.*

FOCUS AREA A:		Comments
BECOMING A PROFESSIONAL		
Standard 1: Meeting expectations and fulfilling responsibilities. a. Completes assignments and tasks accurately and meets deadlines. b. Fulfills commitments dependably and willingly. c. Maintains appropriate personal appearance. d. Exhibits initiative, enthusiasm, and self-confidence	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	
Standard 2: Establishes productive, professional relationships. a. Interacts tactfully with mentor, colleagues, parents, children, and others. b. Shares ideas, information, and resources with colleagues and accepts ideas, information, and resources from others. c. Respects personalities and teaching styles that are different from his/her own. d. Seeks appropriate opportunities to become a participating member of the teaching division, and school as a whole.	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	
Standard 3: Values and seeks professional growth. a. Takes responsibility for own learning and skill development. b. Takes advantage of opportunities for professional development, e.g. workshops, etc. c. Accepts and uses feedback from mentor, supervisor and others as a vehicle for self-improvement.	<input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed	

<p>Standard 4: Demonstrates ethical and professional behavior.</p> <ul style="list-style-type: none"> a. Treats information about students, colleagues and the school confidentially b. Places welfare of students as the primary consideration in making educational decisions c. Follows district and university rules and procedures as well as local, state and federal laws 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area A</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	

<p>FOCUS AREA B: LEARNING ABOUT TEACHING</p>		<p>Comments</p>
<p>Standard 1: Uses observation to learn how children learn.</p> <ul style="list-style-type: none"> a. Recognizes a purpose for observation, and collects data that addresses that purpose. b. Does not confuse <i>observations</i> with <i>judgments</i> and is able to accurately interpret observations. c. Initiates conversations and asks questions about observations. 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Standard 2: The pre-service teacher uses writing as a tool for learning about children and the teaching-learning process. <i>*(to be assessed by field instructor only)</i></p> <ul style="list-style-type: none"> • Values written reflection as a tool for learning about teaching. • Recognizes journals and other course assignments as an opportunity to think through concepts and make sense of readings, observations, and discussions. • Uses journals to ask questions concerning readings, observations, and discussions 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Standard 3: The pre-service teacher makes connections across experiences.</p> <ul style="list-style-type: none"> • Makes connections across the methods courses throughout the semester • Connects classroom observations to concepts and skills that have been studied and discussed in methods courses • Makes connections across different learning situations and contexts within the classroom and across classrooms 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area B</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	

FOCUS AREA C: DEVELOPING UNDERSTANDINGS AND CAPABILITIES		Comments
<p>Standard 1: Demonstrates an understanding of effective planning in initial lessons or sets of lessons.</p> <ul style="list-style-type: none"> a. Lesson content is appropriate for student abilities. b. Uses knowledge of students' experience with lesson concepts when planning instruction. c. Plans activities consistent with goals. d. Develops lessons that encourage student understanding of significant content, skills, and dispositions toward learning. e. Lesson activities address appropriate district, state, and national curriculum and standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 2: Implements instruction in ways consistent with learning theory and effective instruction.</p> <ul style="list-style-type: none"> a. Uses instructional strategies consistent with lesson goals. b. Organizes classroom procedures and routines to support the learning activities and goals. c. Monitors student understanding during lessons. d. Monitors student behavior and attempts to keep learners engaged throughout the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 3: Reflects on initial lessons systematically to ascertain his/her impact on learners.</p> <ul style="list-style-type: none"> a. Uses assessment data to determine what students have or have not learned during the lesson. b. Seeks and accepts responses from mentor and supervisor concerning lesson effectiveness. c. Uses a variety of sources, such as video recording, audio recording, observation data, journaling, to assess own performance and student learning. d. Uses own judgment, student assessment data, and student response to improve future lessons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	
<p>Standard 4: Works effectively with small groups using lessons developed by the mentor.</p> <ul style="list-style-type: none"> a. Understands the goals of the lesson. b. Attempts to implement the mentor's plans accurately c. Assesses whether students are achieving the goals of the activity d. Adjusts the activities, when necessary, to increase student learning and discusses these adjustments with the mentor e. Uses small group work as an opportunity to learn more about children and the teaching-learning process 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Not observed 	

<p>Standard 5: The pre-service teacher is developing instructional and technological skills.</p> <ul style="list-style-type: none"> a. Seeks opportunities to develop appropriate technology skills for personal use as well as for instructional use b. Handles routine management tasks successfully c. Uses voice, e.g. volume, tone, pitch, appropriately d. Models effective communication in both oral and written form e. Writes legibly on chalkboard, white board, etc. f. Uses questions as an effective instructional tool 	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	
<p>Comprehensive Rating: Focus Area C</p>	<p>___ Consistently ___ Often ___ Sometimes ___ Rarely ___ Not observed</p>	



<p>Comprehensive Rating <i>Note: End of Semester Only</i></p> <p>Satisfactory: Typically a satisfactory rating results from earning a minimum rating of “sometimes” in at least two focus areas and a higher rating in at least one other focus area.</p> <p>Unsatisfactory: Typically an unsatisfactory rating results from earning a “sometimes” in all three focus areas or a “rarely” in any one focus area.</p>	<p>___ Satisfactory ___ Unsatisfactory</p>	<p>Comments</p>
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Demonstrated Areas of Strength across Focus Areas:

Suggested Goals for Student Teaching:

Signatures

Assessor’s Title	Assessor’s Signature	Assessor’s Address/Phone	Conference Date
FE Supervisor			
Mentor Teacher			
Student Teacher			

Spring 2017

AEE 313 – Program and Curriculum Development in Agricultural Education

This is an EXPERIENCED BASED Course.

Course Objectives:

1. Engage in professional development experiences designed to enhance your knowledge of agricultural education.
2. Cultivate attitudes and dispositions reflective of lifelong learning
3. Develop specific skills to assist in success in employment searches

Course Text:

Selected readings will be provided by the instructors throughout the semester.

Instructional Team

Primary Instructor:

Dr. Laura Rice, Instructor (lrs203@psu.edu)
Ferguson 204; 814-865-6987 (office); 814-553-0324 (cell)
Twitter Handle: @LauraSankeyRice

Additional Facilitators:

Dr. Daniel D. Foster, Associate Professor (foster@psu.edu)
Ferguson 211; 814-863-0192 (office); 814-753-2102 (cell)
Twitter Handle: @FosterDanielD
Personal Professional Blog: <http://exponentiallyimpactful.blogspot.com/>

Dr. John Ewing, Associate Professor (jce122@psu.edu)
Ferguson 215; 814-863-7463 (office); 614-499-1677 (cell)
Twitter Handle: @jce122

Support Team

Melissa Sankey, CPPD Co-Curricular Programs Manager, Ferguson 206, mls501@psu.edu
Ms. Terra Ingram, Administrative Associate, Ferguson 209a, tini102@psu.edu

Grading Process

All 9 experiences are mandatory and must be completed to pass AEE 313. Extenuating circumstances will be handled on a case by case basis.

Academic integrity, as defined by University Faculty Senate Policy 49-20, is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution.

Academic dishonesty includes, but is not limited to cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Assessments

1. **Attend the following Pennsylvania Agricultural Education Activities and evidence with a **Blog Entry** reflection on lessons learned with minimum of two pictures included. [25% of Final Grade]**
 - a. Mid-Winter FFA Convention with Cooperating Center – Monday, January 9th [5%]
 - b. CPPD Professional Development Program – To Be Scheduled; Watch listserv for multiple opportunities. [5%]
 - c. Regional PAAE Meeting – The region your cooperating center is in. [5%]
 - d. Visitation of to an Agricultural Education Department with a current student teacher. Ideally the department should be organized somewhat differently than the one in which you are student teaching. For example, if you are student teaching in a one-teacher department in a comprehensive high school, consider visiting a multiple-teacher department or a career and technical center. If adult education is not part of your student teaching center, then you should try to visit a program where adult education is part of the program. Plan to spend a full day on this visit. This Blog Entry is not to be a critical analysis; rather, you should see and understand the various ways different schools organize to deliver agricultural education. Visit location cannot be the high school you attended and must be approved by your cooperating teacher. [5%]
 - e. Attend either ACES or SLLC. Note: Center will pay registration for one of the two. [5%]

2. **Attend and participate in the four professional development seminars listed below. [75% of Final Grade]**
 - a. Pre-Internship Seminar: Wednesday, January 4th –Friday, January 6th.
Seminar will be held in Ferguson Building. Dress is business casual. [15%]
 - b. Student Teaching Seminar #1: Friday, February 10th, 9am-5pm, Mountain View Country Club –
First student teaching seminar. Job Acquisition Boot Camp. [10%]
BRING A ROUGH DRAFT OF YOUR MOST UP-TO-DATE RESUME AND A COVER LETTER!!
Dress for today is business casual.
 - c. Student Teaching Seminar #2: Thursday/Friday, March 16th-17th 6pm Thursday – 5pm Friday.
THURSDAY EVENING: Inclusion Series Workshop **Location:** TBD
FRIDAY: Stretching your Pedagogical Capacity and Mock Interviews [10%]
BRING A LESSON and EVIDENCE of STUDENT WORK FOR THAT LESSON for Tuning Protocol activity.
More information to come. Begin at 9am and be done by 5pm. Dress for today is business professional.
Location: Bank of America Career Services Center
 - d. Post Internship/Induction Seminar: April 24th - April 29th –
Reflection and Review. Location TBD. Details to follow. [20%]

*Please note you may need to purchase a week long parking pass to park on campus for the days of April 24 – April 29th. Passes are available at Transportation Services, Parking Office, 1 Eisenhower Parking Deck.

AEE 313 Course Session Schedule

Note: Due to the nature of AEE 313 being focused on outside presenters and cohort reflection, attendance of all sessions is mandatory. If there are emergency circumstances, please contact Dr. Rice ASAP and alternatives will be discussed.

Pre Internship Seminar

(The required dress this week is business casual; Remember, you are always interviewing)

Wednesday, January 4th

10:00 a.m. – 11:00 a.m.	Introduction to Action Research (AEE 495 Assignment)
11:00 a.m. – 1:15 p.m.	New Teacher Panel (Lunch Provided)
1:15 p.m. – 1:30 p.m.	Break
1:30 p.m. – 4:00 p.m.	AEE 313 & 495 Assignment Review (Equipment Issued) Review of 49-2 Requirements – Identifying Questions
4:00 p.m. – 5:00 p.m.	Reflection

Thursday, January 5th

9:00 a.m. – 9:30 a.m.	Orientation
9:30 a.m. – 12:30 p.m.	Non-Violent Crisis Prevention Training – Ms. Mary Myers
12:30 p.m. – 1:30 p.m.	Lunch (Provided)
1:30 p.m. – 4:30 p.m.	Non-Violent Crisis Prevention Training – Ms. Mary Myers
6:30 p.m. – 7:30 p.m.	Zoom TeachAg! Rock Star Session
7:30 p.m. – 9:00 p.m.	Specialized Leadership Training

Friday, January 6th

9:00 a.m. – 12:00 p.m.	Pest Ed Curriculum
12:00 p.m. – 1:30 p.m.	Lunch with Senior Faculty – Hoover, Azzara, Baggett (Lunch Provided)
1:30 p.m. – 3:30 p.m.	Student Choice Professional Development
3:30 p.m. – 4:00 p.m.	Wayne Highlands School District, Honesdale High School, Presentation and Q&A Session
4:00 p.m. – 5:00 p.m.	Final Thoughts

Post Internship/Induction Seminar (A more complete itinerary will be provided closer to date of instruction)

<u>Monday, April 24th</u>	3p.m. – 6:30p.m	Location TBD at 3pm for class. You must bring your professional portfolio for peer review with you this afternoon. <i>(Business Casual)</i>
<u>Tuesday, April 25th</u>	8a.m. – 4p.m.	Professional Development & Reflection. Lunch is provided as this is our “mixer” time with the 2017 student teachers. Lunch provided! <i>(Dress for today is business casual)</i> . PSU Teach Ag! Banquet is this evening. Reception begins at 5:30pm. Plan to attend! The Center will purchase your tickets. Class will dismiss in time for you to change and drive to the banquet. <i>(Professional dress)</i>
<u>Wednesday, April 26th</u>	8a.m. – 5p.m.	Professional development day – Guest presenters. In addition to other matters, we will be engaging in Positive Agents of Change Scenarios. <i>(Dress for today is Professional)</i>
<u>Thursday, April 27th</u>	9a.m. – 5p.m.	Professional development day <i>(Dress for today is business casual)</i>
<u>Friday, April 28th</u>	9a.m. – 5p.m.	Professional Development Day <i>(Dress for today is business casual)</i>
<u>Saturday, April 29th</u>	9a.m. – 10p.m.	Professional Development & Return Home <i>(Dress for today is business casual)</i>

There will be travel and overnight stays during this time. Professional and Business Casual Dress will be expected throughout the week.

Finals Week – May 1st – May 5th

Reserved for Final Certification/Graduation Issues – Email Instructional Team to schedule

Greetings 2017 Student Teachers!

I am excited to host our **SIXTH** of six **ONLINE FACULTY MEETING** scheduled **TONIGHT**, April 19th from 5:00-6:30 p.m.

We will be utilizing the Penn State Zoom platform to conduct the meetings. You can access the meeting room here: <https://psu.zoom.us/j/772603636>

The objective of the first online meeting is to:

1. Explain how agricultural education budgets work
2. Understand the budget development process

We will have Mr. David Steinfelt joining us. Mr. Steinfelt is an agri-science teacher at Athens High School in Athens, Pennsylvania. Mr. Steinfelt is a respected teacher across the state and manages a successful program. He brings a wealth of experience and understanding to the group this evening. I'm excited for Mr. Steinfelt to join us and share his expertise on "**Budgets!**"

Please check out the agenda below!

Please let me know if you have any questions!

Please be sure to contact me ASAP if you have any schedule conflicts.

Thank you! "See you" night!

Dr. Rice

Take a peek at the agenda here:

AGENDA

April 19, 2017 (6/6)

2017 Penn State Agricultural Student Teacher Faculty Meeting

<https://psu.zoom.us/j/772603636>

5:00 ***Call To Order***

Welcome/Equipment Check All

Topical Focus – BUDGETS! – Mr. David Steinfelt, AgriScience Teacher, Athens High School

Open Questions

Discussion of past week's Survey Results

Announcements/Reminders

Best Tweet Award Recognition

Moment of Zen – Miranda Kane

Teacher Thought for the Week

6:15pm **Adjourn – Next Meeting – POST INTERNSHIP – FERGUSON 214, Monday, April 24th! 3:00 p.m.!**

Best practices:

1. Log-on early to check technology
2. Use a headset
3. Use a hard-wired internet connection if possible.

LAURA LEA SANKEY RICE is inviting you to a scheduled Zoom meeting.

Topic: #psuaged17 Online Faculty Meeting #6

Time: Apr 19, 2017 4:00 PM Eastern Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://psu.zoom.us/j/772603636>

Or iPhone one-tap (US Toll): +14086380968,772603636# or +16465588656,772603636#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 772 603 636

International numbers available:

https://psu.zoom.us/join?m=ty9AdHFG12vf_YNAXE_tsMhFaAUbegBa

Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India)

213.19.144.110 (EMEA)

202.177.207.158 (Australia)

209.9.211.110 (Hong Kong)

Meeting ID: 772 603 636

SIP: 772603636@162.255.37.11 (US West) or 772603636@162.255.36.11 (US East)

[Miss a meeting? Want to view a previous meeting? Check out the recordings here:](#)

#psuaged17 Online Faculty Meetings YouTube Playlist -

<https://www.youtube.com/playlist?list=PLysuEbjHRsoHXAYeCDmN4NTPSqv2GM7Wy>

Laura L. Sankey Rice, PhD

Instructor

Agriculture and Extension Education/Teacher Preparation

Department of Agricultural Economics, Sociology, and Education

The Pennsylvania State University

204A Ferguson Building

University Park, PA 16802

2484 West Pine Grove Road

Pennsylvania Furnace, PA 16865

office: 814-865-6987

cell: 814-553-0324

@LauraSankeyRice