School of Education Mission Statement

The mission of the School of Education at Westminster College is to prepare early childhood/special education and secondary education teachers who are distinguished by their subject knowledge, interpersonal capacities, pedagogical skills, and professional attitudes.

The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, opportunities with children, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education.

Competencies are sought in content knowledge, understanding learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.

Upon program completion, candidates will have acquired the knowledge, demonstrated the skills, and assumed the attitudes necessary to begin a teaching career along with the credentials necessary for initial certification.

The departmental outcomes are consistent with the standards, guidelines, and outcomes of the College and the Pennsylvania Department of Education.
To: Administrators of Home School Districts  
Re: General Education Field Experiences  
From: Mrs. Diana Reed  
School of Education, Westminster College  

Dear Administrators,

Our Westminster College Early Childhood Education/Special Education majors and Secondary Education majors are seeking field experience in your setting. The rich experiences required for these tracks includes a two-week long field component for either early childhood education setting (grades Pre-K - 4), or Secondary Education setting (grades 7 -12).

We suggest that students contact home school districts or preschool programs. During the experience, students will assist the classroom teacher, academically support individual students, (prepare and teach two lessons for small groups,) and complete observations.

Your support of this practicum is greatly appreciated. It is our hope that as a result pre-service teachers will gain valuable experience through observation and interactions with students and teachers while in a general education placement. A list of expected and suggested activities has been provided in this Field Experience/Internship Handbook. We are grateful for your assistance in helping us prepare highly qualified dual certification teacher candidates.

Please contact me if you have any questions or concerns at (724) 946-7181  
Email: reedd@westminster.edu or FAX (724) 946-6180.
Overview

EDU 562/582 General Education Field Experience

Students are required to complete a two-week (80 hour) Early Childhood and Secondary Education Field Experience. This is an off-campus field experience at an approved Pre-K-4 or 7-12 classroom, typically conducted near the student’s place of residence. The requirement is completed in the time between the fall and spring semester of the sophomore or junior year. Planning for this course begins early in October. With special permission from the instructor, this field work may be performed at other times during the academic year as determined on a case-by-case basis.

Field Experience Stage:

This section outlines the competencies required for certification by Chapter 354 from the Pennsylvania Department of Education CANDIDATE COMPETENCIES:

There are four stages of field experience, including student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system. This includes learning about the socio-emotional, cultural, linguistic, and academic traits of students.

The Field Experience is a Stage 3 learning experience.

Stage 3: Pre-Student teaching

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program and have taken at least one methods course, but will not be in full control of a class.
Procedures for Field Experience/Internship

1. The student is to attend a mandatory planning meeting on campus in the fall of their sophomore year for information, then contact a school district, institution, or agency of their choice to arrange for the experience.

2. The student will present a Westminster College Application for field experience/internship for your signature.
   a. The application lists the description of the work assignment.
   b. The starting and ending dates of the field experience are determined.

3. Students are graded on the basis of a supervisor’s evaluation report that is sent to all school-based supervisors from our Career Center during the time of the field experience.

4. The supervisor provides ratings for quality of work, professionalism, adherence to PA Teaching Standards and Code of Ethics, attitude, initiative, dependability, cooperation, and judgment/problem solving skills demonstrated by the student. A letter grade may be suggested, although the experience is graded as an “S” or “U” for college purposes on the student’s transcript.

5. The supervisor relays comments about the student’s performance strengths and areas that are viewed as needing improvement on the final evaluation.

6. The supervisor completes the evaluation form and returns it to the college promptly once the student has completed the field experience/internship.
Expectations for Professionalism

Professional Behaviors to be demonstrated throughout the Field Experiences:

Your preparation, promptness, positive attitude, and professional attire are all a reflection of your commitment to teaching and Westminster’s educational program. It is important that you are ready to work with students every day so that you gain the maximum benefit from the experience. If you are ever ill and cannot attend one day, you are to leave a phone message with your field experience teacher at the school office and call your college-based supervisor. Make-up days for any absences will be arranged as necessary.

Appearance:
Females wear conservative clothing (fingertip rule)
Males wear shirts and ties and are clean-shaven
All apparel neat and clean (tucked in and ironed)
Eliminate excessive facial/body piercing
Always be clean and well-groomed with no visible tattoos

Attitude:
Be positive! Smile!
Be an encourager
Accept constructive feedback from others well
Be approachable
Always be honest with everyone

Responsibilities:
Be there, and be prompt in all you do
Be prepared! Be reliable
Follow all school policies and expectations
Volunteer and participate in extra activities
Avoid gossip; follow the Golden Rule
Competencies addressed in this course:

- Students will obtain hands-on experiential learning through interactions with learners in general education classrooms, K-4

- Students will increase their knowledge of developmental stages of learners in their respective settings

- Students will apply a variety of instructional and behavioral strategies to effectively teach the learners in their setting

- Students will practice effective classroom management skills

- Students will create a positive classroom environment in which the learners can achieve success

- Students will demonstrate the necessary skills to work in collaboration with peers, teachers, parents and administrators

- Students will demonstrate knowledge of a variety of instructional techniques in lesson design and implementation procedures

- Students will understand and adhere to codes of conduct

- Students will appreciate the need for, and maintain, student, family, and staff confidentiality

- Students will acquire and maintain appropriate clearances

- Students will understand and adhere to policies and procedures of the specific institution

- Students will advocate for high-quality, student-centered teaching practices using appropriate supervisory channels, including requirements related to mandated reporter status

- Students will develop intentional, thoughtful, and targeted observations about the classroom environment, teaching strategies, and student achievement
ASSIGNMENTS

- Plan and teach at least two lessons.
- Write three substantive journal reflections.
- Create a bulletin board and/or learning center or instructional activity to leave with your cooperating teacher. Upload a photograph of this project and a brief paragraph of explanation.
- In addition, your supervising teacher will complete an evaluation of your time in the classroom. (This will be emailed to the supervising teacher upon the completion of the field experience. The supervising teacher will complete the form, and submit it to Westminster College) See page 12.

**Assignment Requirements:** This course is graded S/U. Students who do not complete the assignments will re-take the course. All assignments will be uploaded on to mywestminster’s D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Lesson Plan #1 (during week 1)</td>
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<tr>
<td>Lesson Plan #2 (during week 2)</td>
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<td>Journal #1 (First 1/3)</td>
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<td>Journal #2 (Second 1/3)</td>
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<td>Journal #3 (Third 1/3)</td>
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<tr>
<td>Photograph of bulletin board or learning center</td>
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</tbody>
</table>
Lesson Plans

Students will write and teach two lessons during their field experience. Students must use the Westminster College Education Department lesson plan format included on the next page. In addition, the format will also be posted on D2L. These lessons will be discussed with and approved by the classroom teacher before presentation. Copies of the lesson plan must be uploaded to D2L by the due dates listed in the syllabus. In addition, students will want to keep copies of the lessons, teacher feedback, accompanying materials, and or student work for their professional use.

Instructions Plan for a Single Lesson

Name:____________________________________ Date:_____________ Grade:_________
Subject/Topic________________________________

Objectives: (Observable and Measureable – action verbs)

The Students Will Be Able To (TSWBAT):

1. 

2. 

Standards: (What PA Standards/SAS /Common Core Standards aligned or Alternative Standards or Eligible Content do the objectives above support? Add standards as needed.)

1. 

2.
**Instructional Materials:** (Include all materials, technology, etc.)

1.

2.

**Introduction:** (Attention Getter, Anticipatory Set, “Hook”, Motivate)

**Procedures:** (Step by step bullets of how your lesson will develop. Include questions you will ask and examples you will provide)

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**Closure:** (A brief wrap-up of questions for students to check to see if they met your objectives. Not a place for assignments or homework (they are included at the end of “procedure”)

1.

2.
Assessment/Check for Understanding: How will you measure if the students have met the lesson objectives?

1.

2.

Adaptations/Considerations: (What modifications could you make to lesson procedures, materials or assessment?

1.

2.

Bulletin Board or Classroom Learning Center

Develop a bulletin board or learning center that enhances a unit developed by the classroom teacher. This bulletin board or learning center must be age appropriate, well thought out, and professionally created. Students should use a variety of materials and resources depending upon the grade and content level of the class. Approval from the cooperating teacher is necessary. A photograph of this project is to be uploaded on to D2L by the listed due date.
Field Experience Journal

Description: This is a field experience journal. The entries should be dated and should include the planned activities and the material taught. More importantly, include observations made as the teacher and students work together in the classroom. (See specifics in the list below). It will be reviewed upon each submission during your field experience. Submit journal entries electronically using D2L by 9PM (EST) of the date due.

Each journal should be 2-3 pages, double spaced.
You must use the format described below for your journal. Journals which do not follow the format will be returned with a score of zero. Students have the option to rewrite the journals in the correct format for partial credit.

Use these four headings in your journal:
Observation
What did you notice?

Reflection
What do you think about what you noticed?

Connection
How does this relate to...(Choose a few)
  something you learned in an education course?
  something you read?
  another course?
  a theory?
  research in the field?
  an experience?

Application
How will this knowledge affect you as a future teacher?
How will your future classroom reflect this new knowledge?

The intent of the journal is to assist you in reflecting on your experiences in the school and with children and adolescents. It should include perspectives, understandings, ideas and personal growth relative to the following areas:

- Something learned about the students
- Something you learned about yourself
- Methods tried and evaluated
- Situations that had to be met... problems that needed to be solved and your ability to cope with situations and problems
- Unexpected or unusual responses or happenings with students
- Individual differences among the students and how they were handled
- Difficulties encountered and successes experienced
- Areas in which you felt the need for more adequate preparation
- Elements of you experience that were liked or disliked
- Interpersonal relationships within the school
- Questions that the experience presents

I will read your journals with an interest in:
- Use of detail
- Continued growth in perceptions of teaching and self

*** It is important to recognize the confidentiality of the journal. Please use initials or fictitious names of students,
Assessment/Evaluation:

The following documentation form will be used to determine that the competencies associated with this course are being met. The supervising instructor and college-based instructor will be responsible for recording the items as they are met.

To the Supervising Teacher:

A sample evaluation is on the following page. The Westminster College Career Center will send an electronic version to your school email address. Please complete the form at the end of the field experience and send it back, via email, to the Career Center. Mrs. Reed, the college-based instructor, receives a copy of all evaluation forms.
<table>
<thead>
<tr>
<th>Please check the most appropriate rating</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Written Communication Skills</td>
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<td>Oral Communication Skills</td>
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<td>Listening/Comprehension Skills</td>
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<td>Problem Solving/Critical Thinking Skills</td>
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<td>Quality of work (accurate, thorough)</td>
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<td>Judgment</td>
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<td>Initiative (seeks/accepts work)</td>
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<td>Attitude (enthusiastic/willing)</td>
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<td>Adaptability/Flexibility</td>
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<td>Integrity</td>
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<td>Dependability (punctuality/attendance)</td>
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<td>Creativity</td>
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<td>Professionalism (maturity, poise, confidence)</td>
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<td>Demonstrates skills necessary for the work</td>
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<td>Academic preparation</td>
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Please comment on the student’s strengths (please print): 

Please comment on suggested areas of improvement (please print):

Additional comments:

**Overall Quality of Performance**  □ Exemplary □ Proficient □ Satisfactory □ Unsatisfactory

Cooperating Teacher’s Signature  ____________________________________________