SCHOOL OF EDUCATION MISSION STATEMENT

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

The School of Education faculty seek to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment that 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 coursework, 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, and 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.
OVERVIEW
Early Childhood Education Block Practicum

Early Childhood Education Block Practicum will provide you with an opportunity to consider constructivist teaching ideas. For 16 days this semester, preservice teachers will spend the day in one regional elementary classroom observing and participating in Reading, Language Arts, Children's Literature, Math, and Social Studies lessons.

Professionalism
Your preparation, promptness, positive attitude, and professional attire are all a reflection of your commitment to teaching and Westminster's educational program. If you are ever ill and cannot attend one day, leave a phone message with your practicum teacher at the school office and call your practicum advisor by 7:30 AM. Makeup days for any absences will be arranged with your classroom practicum teacher and approved by your practicum advisor.

We expect you as preservice teachers to be fully prepared to work with students each day. Please leave the pressures of college work outside the classroom door and focus on learning with your students and teachers. Appropriate, professional attire is expected.

Teaching and Planning
For all block classes, you will teach a lesson approximately 30-45 minutes. Preparation for this lesson will occur one to two weeks prior to the lesson. In order for the learning experiences to fit into the classroom curriculum, talk with your teacher about upcoming topics or subjects he/she will be exploring. Share your tentative plans the week before you teach the lesson with your teacher in order to gain feedback and allow time for adaptations when necessary. Be flexible and negotiate all plans. On alternate weeks or days, your classroom practicum teacher will give you an assignment.

Take the initiative each day and offer to assist in teaching small groups and working with individual students throughout the school day. We expect you to be actively involved with children from the time you arrive in the morning until you leave at the end of the school day.

Orientation to the School
Visit your classroom on the first assigned day (see semester schedule in this book) and orient yourself to your teacher's routines. Think about a unique way (i.e., Life Rope) to introduce yourself to your students. Begin to plan your first lesson with your classroom practicum teacher.

Reflections on Lessons
Reflections allow you to think critically about the 4 lessons you teach. These observations are due the week of your lesson to your block instructor.

Lesson Plans
The Early Childhood Education Block instructors will share a general lesson plan outline. Share a copy of the lesson with your classroom practicum teacher one week before you share the lesson with your students for additional feedback.
Communication
Building a productive professional relationship with your classroom practicum teacher is essential. You need to find time each day to communicate about relevant issues which impact your work in her/his classroom.

Early Childhood Education Block Instructors:

- **ECE 321/322, Mathematics**
  Dr. Sararose Lynch, 724-946-7185, lynchsd@westminster.edu

- **ECE 331/332, Language Arts**, reedd@westminster.edu
  Mrs. Diana Reed, 724-946-7181

- **ECE 341/342, Reading/Literacy**
  Dr. Charlene Klassen Endrizzi, 724-946-7189, endrizck@westminster.edu.

- **ECE 352, Social Studies**
  Dr. Amy Camardese, 724-946-7183, camardah@westminster.edu

Reminder:
This is a two credit course, ECE 362. You will be expected to fulfill all requirements for a passing grade. (S/U)
THE
PRACTICUM
CLASSROOM
TEACHER
FOR CLASSROOM PRACTICUM TEACHERS

“TO DO” IDEAS FOR EARLY CHILDHOOD EDUCATION BLOCK PRACTICUM STUDENTS

Bulletin Boards

Learning Centers

Small group teaching

One-on-one tutoring

Create and/or lead games

Teach a lesson in Spelling, English, or Science

Teach a lesson different from college directed lesson in math, reading, literature or social studies

Teach several lessons in your foreign language

Assist with grades/grading

Create a rubric

Create a seasonal art or music lesson

Visit “specials” with the class

Create a puppet for a favorite children’s book

The list is endless…..

We truly value those things our students can experience only by being out in a classroom. Please feel free to assign, have them help, or try whatever you feel would be helpful for them to experience. Thank you so much.
PRACTICUM LESSON ASSIGNMENTS

All lesson plans are to be created with suggestions and final approval by the classroom teacher and college methods instructors.

1. ECE 321/322, Mathematics, Dr. Lynch
The preservice teacher will conduct a diagnostic interview assessment with one student, lead a mathematical discussion, and teach a community based mathematic lesson.

2. ECE 331/332, Language Arts, Mrs. Reed
With guidance from the practicum teacher, the preservice teacher will teach one language arts lesson. A writing analysis will be included in this assignment.

3. ECE 341/342, Reading, Dr. Klassen Endrizzi
In consultation with the classroom teacher, the preservice teacher will administer a DRA/Miscue reading assessment of two struggling readers. Students will also share a multicultural children’s literature book with the class through an Interactive Read Aloud.

4. ECE 352, Social Studies, Dr. Camardese
The preservice teacher will collaborate with the practicum teacher to develop and teach a social studies unit. A detailed list of instructions will be given to the students and shared with the practicum teacher.
EARLY CHILDHOOD EDUCATION BLOCK PRACTICUM ASSIGNMENTS FOR PRE-SERVICE TEACHERS

PURPOSE: To give pre-service elementary education teachers an opportunity to spend 15 days in a classroom. Pre-service teachers will be responsible for carrying out assignments from both the classroom teacher and college teachers. Students are encouraged to take initiative and assist the classroom teacher with instructional and non-instructional duties.

Orientation

Week 1
- First visit to classrooms and orientation
- Classroom teacher, please assign an activity, learning center, game, or bulletin board for the second classroom visit
- Discuss multicultural children’s literature book for Interactive Read Aloud from Dr. Klassen Endrizzi

Week 2
- Assist teacher
- Discuss possible topics for unit with classroom teacher from Dr. Camardese
- Send home Family survey with letter of introduction from Dr. Klassen Endrizzi
- Teach multicultural children’s literature book for IRA from Dr. Klassen Endrizzi

Week 3
- Assist teacher
- Discuss writing lesson with classroom teacher and prepare first student writing analysis from Mrs. Reed
- Observe and record types of formal/informal mathematics assessment used by the teacher, choose student to conduct interview with for your assessment of student thinking interview, and time permitting interview student from Dr. Lynch

Week 4
- Select students for DRA/Miscue reading assessment from Dr. Klassen Endrizzi

Week 5
- Conduct DRA assessment with two struggling readers from Dr. Klassen Endrizzi (week 5 or 6)

Weeks 6-8
- Assist teacher
- Teach the social studies unit assigned by Dr. Camardese
- Teach the language arts lesson and prepare second student writing analysis from Mrs. Reed
- Conduct assessment of student mathematical thinking interview from Dr. Lynch
- Lead a short (5-10 minute) mathematical discussion assigned by Dr. Lynch
- Teach community based mathematics lesson assigned by Dr. Lynch
- Final reflections (due on the first day back from practicum experience)

The dates and times for these assignments are flexible.
If possible, please observe the lessons taught by your Westminster preservice teacher.

Following the lesson, it would be beneficial if you could discuss strengths and areas for growth. Our student can submit your After-Teaching Feedback to us the following day in class.

**To The Preservice Teacher:**
This is a two credit S/U course. The student will be expected to:

1. Teach a lesson for each method class and all other lessons required by the classroom teacher.
2. Present lesson plans at least 24 hours **before** the lesson is taught.
3. Reflections will be organized by each block instructor.
4. Classroom and practicum supervisors will provide feedback on progress.
After-Teaching Feedback

This form may be completed by a cooperating teacher or supervisor who observes a lesson.

Person Teaching Lesson: ________________________________ Date: ______________

Person Observing Lesson:

Lesson Observed:
Please mark an assessment of each characteristic of the lesson as:
4 = Excellent  3 = Satisfactory 2 = Needs Improvement 1 = Unsatisfactory  NA = Not Observed

1. The student showed independence in planning this lesson.  4 3 2 1 NA

Comments:

2. The student was well prepared. They had all materials ready on time and put them away at the end. Materials were effectively used and managed.

Comments:

3. The student used effective pacing and made efficient use of the time given.

Comments:

4. The student provided clear directions and clear and accurate instruction.

Comments:

5. The student interacted with and managed the class confidently and effectively.

Comments:

6. Overall Rating of the Lesson

Please attach additional comments regarding strengths of the lesson or goals for improvement.
Descriptors for Final Evaluation

Outstanding: Performs beyond expectation for a pre service teacher in a practicum setting

Good: Meets expectations for a pre service teacher in a practicum setting

Needs Improvement:
  - Lesson plans not in on time and or poorly constructed
  - Poor classroom management skills
  - Lack of professionalism
  - Communication with cooperating teacher and Westminster College professor
Please evaluate your pre-service teacher’s:

1. Preparation and planning.

   Outstanding                Satisfactory                 Needs Improvement

2. Classroom Management

   Outstanding                Satisfactory                 Needs Improvement

3. Instruction

   Outstanding                Satisfactory                 Needs Improvement

4. Professionalism (attitude, promptness)

   Outstanding                Satisfactory                 Needs Improvement

We would appreciate a few, brief comments explaining your rating in greater detail, such as specific examples of planning, management, instruction or professionalism.

I recommend _______________ do not recommend _______________
this student _______________ is ready for student teaching.

________________________________
Teacher’s Name
THE

PRACTICUM

PRESERVICE

TEACHER
Lesson Plan Format

I. **Big Idea**

A core concept, principle, theory, or process that should serve as a focal point of curriculum, instruction, and assessment

Ex. People adapt to their environments

I. **Reference to PA and Common Core Standard(s)**

II. **Essential Question**

A provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Reflect the key understanding you want your students to have after they have completed your curriculum.

Ex. What does it mean to adapt to your environment?

III. **Lesson Objectives**

State behaviorally specific lesson objectives. What do you expect the students to be able to know or understand from this lesson? Objectives should be observable and measurable.

Objectives* (ABCD format; strong, measurable verbs with concise stems, Refer to Bloom’s taxonomic levels)

A(Audience) B(Behavior) C(Condition) D(Degree)

IV. **Assessment/Evaluation**

State how you will evaluate or assess the students’ performance and mastery in terms of each objective. Note: Every learning experience provided during the lesson is for the purpose of developing or evaluating the stated objectives.

FORMATIVE and SUMMATIVE

V. **Materials**

Note a list of instructional materials to be used during the lesson. (Include texts, pictures, audio visuals, manipulative materials, etc.)

VI. A. **Introduction (Anticipatory Set)**

State how you will focus students’ attention on the lesson. How will you activate the students’ prior knowledge of the lesson topic?
B. Lesson Development (Activities, Procedures)
   State the procedures and activities you will use to develop the lesson. Include such things as modeling, describing, giving examples, discussions, demonstrations, problem solving procedure, checking for understanding, guided practice, independent practice, etc. This section should be step-by-step procedures that you will use to present the lesson.

<table>
<thead>
<tr>
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<th>Teacher will</th>
<th>Student will</th>
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C. Closure/Summary
   State how you will bring the lesson to closure. This part of the lesson should reinforce the major objectives. It consolidates and draws attention to the end of the lesson. (review, checking for understanding, questioning, etc.)

VII. Adaptations, Modifications, UDL (Universal Design for Learning) and Extension Activities
   What instructional techniques will you use to address all learning characteristics present in your class?

VIII. Interdisciplinary Connections
   How could this lesson tie into other disciplines?

IX. Self Evaluation
   How did I do with the lesson? What changes would I make to produce better results and could be used in subsequent lessons?
Pedagogical Reminders
 Listed below are some reminders which may help you meet expectations of those who are concerned with your success in this experience.

1. Dress neatly, tastefully, and professionally in accord with school and college expectations.

2. Be courteous and respectful to school personal and students.

3. Do not be critical of school policies or personal.

4. Be friendly, but not familiar, with your students. You are now a teacher.

5. Take initiative.

6. Maintain a positive attitude… refuse to be discouraged.

7. Meet frequently with your cooperating teacher to discuss your progress.

8. Be cooperative, and accept suggestions and/or criticisms professionally and gracefully.

9. Be a problem solver, but don’t be afraid to seek help.

10. If you err, admit it. No one can know all the answers.

11. Be thorough in your preparations.

12. Engage in a wide range of teacher activities:
   - Become familiar with available instructional resources and technology;
   - Observe particular pupils for specific reasons;
   - Arrange bulletin boards and displays;
   - Supervise individual or group study;
   - Help with individual and small-group instruction;
   - Handle matters that pertain to classroom management;
   - Keep an attendance register;
   - Direct specific activities with or without the cooperating teacher in the room
   - Make daily plans and unit plans.

13. Use a variety of appropriate teaching strategies, procedures, and materials.

14. Involve your students in your class.

15. Be fair and objective with your students when evaluating progress.
Early Childhood Education Block Preservice Teachers’
Statements of Professionalism

APPEARANCE:

* Females should wear conservative clothing (finger tip rule!).
* Males should wear shirts and ties.
* All clothing should be neat and clean (tucked in and ironed).
* Refrain from excessive facial/body piercing.
* Tattoos should be concealed.
* Men should be clean-shaven.
* Well groomed- hair and nails.

ATTITUDE:

* Have positive attitudes.
* Smile!
* Be honest with your peers and your teachers.
* Encourage one another!
* Be approachable.
* Accept criticism from your teachers and your peers.

RESPONSIBILITY:

* Ask your teacher about arrival and depart times. Expect to arrive at same time as teacher.
* Be on time for all scheduled activities.
* Attendance is key.
* Be prepared for all planned and unplanned events.
* Be reliable.
* Contact the necessary supervisors/teachers if any problem exists.

BEHAVIOR:

* Smile and be positive!
* Be prepared.
* Avoid gossip.
* Volunteer, participate, go the extra mile!
* Follow school policies.
* Follow the golden rule.
Description of
METHODS COURSE
ASSIGNMENTS

• Dr. Lynch – Mathematics, ECE 321/322

• Mrs. Reed – Language Arts, ECE 331/332

• Dr. Klassen Endrizzi – Reading, ECE 341/342

• Dr. Camardese – Social Studies, ECE 352
Mathematics, Dr. Lynch, ECE 321/22

Assessment of student thinking interview and observation

In order to plan effective instruction, you will need to know how to assess children’s knowledge of mathematical concepts. One way to assess children’s thinking is through a concept interview. You will use two of your practicum observations to complete this assignment. Following your observations and interview you will submit a report describing your observations, interview, and interview outcomes. This report can be a 2-4 page paper or a splice film.

During your observation:

- Make note of what strategies the teacher is using to instruct and assess students.
- What are the students doing and how are they responding to the instruction?

You will be focusing on individual student learning with response to the instruction. After the lesson, interview at least one student independently. Ask the student to complete a similar task to the one presented in the lesson and to explain his or her thinking. You may use math journals but please also ask the student to explain verbally. If possible, audio record the interview. Answer or respond to the following questions and statements in your report:

- What happened during the lesson (brief synopsis)?
- What did students seem to understand and how did you know?
- How did the teacher’s instruction support this student understanding?
- What would be the next logical steps in the development of the students’ understanding and instruction to support that development?
- Explain how your observations related to the discussions and readings from our class.

Leading a mathematical discussion

In your placements, you will lead a discussion on students’ thinking about and understanding of a mathematical concept or task. The tasks could occur at the beginning or end of the mathematics period or at another time. It could be a discussion of a problem of the day, a main task from the daily lesson, a “number talk”, or a warm-up activity or bell ringer (i.e., the Math Message or Mental Math and Reflexes activities in Everyday Mathematics). You will work with your host teacher to choose a task appropriate for your placement. The main focus of the assignment is for you to plan and lead a discussion of the mathematics in the task following the ideas discussed in class throughout the semester. Your goal is to elicit and take note of students’ mathematical thinking. You will encourage students to justify and explain their thinking and encourage students to make sense of their peer’s responses. You will (1) write a short lesson plan for this activity, and (2) a one page analysis of your discussion including what you learned about the students’ understanding and the “talk moves” used and decisions made in leading the discussion.
Design and teach a whole-class community based mathematics lesson

You will plan, teach, and complete a reflection on one whole-class community based mathematics lesson in your practicum. The purpose of this assignment is to get to know the community/neighborhood and family activities of your students as a resource for mathematics learning and teaching. **The goal is to learn about the mathematics context and practices in the local community/neighborhood and family households that can be used to develop a mathematic lesson for our students.** You will: (1) explore at least two places in the local community/neighborhood, and if desired you may interview family/community members, (2) develop a mathematics lesson utilizing data you gather on your community visit, and (3) reflect on this process as a tool to develop your mathematics instruction and support mathematics learning. The lesson should utilize the knowledge you have gained about students’ mathematical thinking from our class activities and readings. The lesson should include a clear plan for eliciting and responding to students’ thinking about the mathematics in the lesson and should engage students in discussing and making sense of their own and their classmates’ ideas. As part of the assignment, you will be collecting and analyzing student data to determine what learning occurred during the lesson. You must include a 2-3 page reflection that describes how your community visit informed your math lesson, summary of student learning during your lesson reflection about this experience of connecting mathematics to community, and its connection to your future mathematics teaching.

Assignment rubrics:

Rubric for Assessment of student thinking interview (10 points)

Report should include the following:

- **Description of teaching observation (3 points)**
  Make note of what strategies the teacher is using to instruct and assess students.
  What are the students doing and how are they responding to the instruction?
  What happened during the lesson (brief synopsis)?
  What did the students seem to understand and how did you know?

- **Description of interview (3 points)**
  What type of questions and activities did you ask the student to complete during the interview?
  What did the student you chose to interview seem to understand and how did you know?

- **Description of instruction based on student thinking (4 points)**
  How did the teacher’s instruction support the interviewed student’s understanding?
  What would be the next logical steps in the development of the student’s understanding and instruction to support that development?
Explain how your observations related to the discussions and readings from our class.

**Rubric for leading a mathematical discussion (5 points)**

- List of questions and prompts used during the mathematical discussion, as well as where the idea for the discussion was found (1 points)

- One page analysis describing the “talk moves” and decisions made in leading the discussion (4 points)

**Rubric for whole-class community based mathematics lesson (10 points)**

- Lesson plan (3 points)
  
  Clear plan for eliciting and responding to students’ thinking about the mathematics in the lesson and should engage students in discussing and making sense of their own and their classmates’ ideas
  
  Mathematics should be related to a place or event in the students community

- Student data examples/description (2 points)

- Reflection Paper (5 points):
  
  Description of how community visit informed the mathematics lesson
  
  Summary of student learning during your lesson
  
  Reflection about this experience of connecting mathematics to community
  
  The connection between this activity and your future mathematics teaching
MISCUE ANALYSIS/DRA AND STRATEGY/SKILL LESSON

"A window into the reader's mind" (K. Goodman)

Teachers need to continuously observe each student in order to discover the reading skills and strategies being used, so as to plan next strategies needed. Miscue analysis/DRA provides one vital window into the reading process by allowing teachers to listen to readers and discover their strengths and areas for growth. As Amy, a preservice teacher explained, “I can observe how each student solves problems when reading.” (2011)

Select two readers from your classroom that you want to understand more clearly. Select one proficient and one struggling reader. Strive to understand these students as learners and readers.

Week 5 or 6 - OBSERVE, LISTEN, RECORD

1. SELECT A STRUGGLING READER AND A PROFICIENT READER

Together with your teacher, find a struggling and a proficient reader (K - find your 2 most proficient readers) on week 2. Select a DRA text (unfamiliar book) from Dr. Klassen Endrizzi’s DRA materials. or use DRA of Fountas and Pinnell materials your teacher provides.

2. KID-WATCH

Watch these readers throughout other reading experiences. Keep a close eye on these readers and include discoveries about them reading other materials in your reflective paper.

3. CONDUCT DRA/MISCUE WITH TWO READERS

On weeks 5 or 6, find a 30 minute time during the school day when each student can orally read and discuss a DRA book to you. Before reading, tell the child: "You know I’m in your classroom learning to be a teacher… I need your help to become a better reading teacher…" Follow the directions in the DRA booklet carefully, recording insights into child as a reader, miscue, and comprehension abilities.

If the book is too easy, you will obtain few miscues. If the book is too hard, you will obtain too many miscues. If the child is struggling excessively, ease the tension by reading the rest of the book to the child and thanking him/her for helping you. You might need to find another child for the miscue/DRA if you get no miscues or the child becomes overwhelmed.

Try to obtain a reading that results in 10 but less than 20 miscues but remember you might also find a child who reads orally fairly well but does not comprehend the story. The retelling is pivotal. When done, please thank the child for helping you become a smarter reading
teacher.

4. ANALYZE ONLY THE STRUGGLING READER

Later that day, use the DRA Assessment Guides to analyze the struggling reader’s understanding of the story. Also complete the Comprehension Rubric to develop a score for the retelling.

**Week 5 or 6 - REFLECT AND TEACH EMBEDDED LESSON TO STRUGGLING READER**

5. ANALYZE MISCUES

Away from school, consider your struggling student’s strengths as a reader. What cueing systems and reading strategies are they already using? On the typescript of the DRA story, identify some graphophonemic miscues, some syntactic miscues, and some semantic miscues. Also hunt for miscues where he/she uses more than one cueing system to gain meaning (quality miscues). Mark some of these miscues on typescript of story.

6. SUPPORT NEEDED NEXT FOR STRUGGLING READER

Now consider this reader’s areas for growth. What does she/he need next? Together with another classmate, consider the comprehension strategies and phonics/word study skill lessons discussed throughout Temple and Hoyt. Based on the miscues your student made, your discoveries from the assessment guides, and your new insights into reading through this miscue analysis, select and teach either a comprehension strategy or skill/phonics lesson that will encourage her/him to grow as a reader. Use Temple, especially chapters 7 -9 for ideas as well as [Readwritethink.org](http://Readwritethink.org).

7. TEACH EMBEDDED COMPREHENSION STRATEGY or PHONICS SKILL LESSON TO STRUGGLING READER

Share your 10 minute strategy or skill lesson using the same DRA/miscue book with your student and record her/his responses the following week. Discuss with the reader his/her miscue/DRA strengths and areas for growth.

**Week 7 – WRITE REFLECTIVE PAPER ABOUT BOTH READERS**

8. Use insights gained from two different readers to reflect on what you are discovering about how to teach reading to proficient and struggling readers.
# RUBRIC FOR MISCUE/DRA AND STRATEGY/SKILL LESSON  ECE 342

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<th>Average or Needs to improve</th>
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<td>Miscue markings clear and neat, DRA forms</td>
<td>Miscue markings clear and</td>
<td>Hard to read, Missing portions of analysis</td>
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<td>completed thoroughly</td>
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<td>9-10 pts</td>
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Week 2 IRA template, ECE 341

Westminster College student:
Grade level, teacher and school:
Date for sharing lesson at practicum:
Title & author of book:
Revised 2017

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<th>Analyzing</th>
<th>Critiquing</th>
<th>Visualizing</th>
</tr>
</thead>
</table>

**I. Big Idea**

**II. 3 Common Core Standards & 2 NCTE/IRA Literacy Standards**
Teacher background knowledge to understand historical setting for story, 2 sources

**III. Essential Question**

**IV. Lesson Objectives – list 2**

**V. Materials**

Technology connections
Search for author/illustration information or historical information to bring text alive

Initiate Student Connections

**VI. A. Introduction**
- I wonder…
- I predict…
- I think…
- Explore illustrations

Preview the Text
- **Fiction/Nonfiction**
- **Characters**
- **Story Sequence** (I know a series of events take place and it is important to keep track of those events)
- **Setting**
<table>
<thead>
<tr>
<th><strong>Problem/Resolution</strong></th>
</tr>
</thead>
</table>
| **VI. B. Lesson Development**  
Choose 3 of the following reading strategies to use throughout book  
- Make predictions  
- Connect personally  
- Visualize  
- Monitor comprehension  
- Critical literacy questions |
| **VI. C. Closure** |
| **VII. Assessment/Evaluation** – do not need to address each objective  
Follow up art, drama/movement, music or writing activity  
**VIII. Extension Activities** |
| **VIII. Adaptations and Modifications** |
| **IX. Interdisciplinary Connections** |
| **X. Self-evaluation**  
Complete after lesson |
Language Arts, Mrs. Reed, ECE 331/32

1. *Student Writing Analysis #1 (50 points) - please submit the writing sample stapled to the analysis*

When you begin your practicum, with your cooperating teacher’s permission, choose one child’s writing for analysis and assessment purposes. Begin by making a thorough examination of the student’s selected writing piece and by using the Writing Continuum Chart, formulate anecdotal notes regarding the student’s writing proficiencies and areas for building competencies (please refer to full assignment description). This will serve as a pre-test for your language arts lesson. You will follow-up with this same student by analyzing a second writing piece. (CC.III. - C. F. N.) 2-3 pages, typed and double spaced.

2. *Lesson Plan and Reflection (50 points total)*

Use the template found on D2L to develop an excellent lesson plan appropriate to the grade in which you are serving Practicum. You will be responsible for developing a language arts lesson plan for writing. Ideally, Writers Workshop would span a series of days in order to honor the writing process. In this practicum, you may truncate the process in order to fit within the curriculum of your classroom.

You will teach the lesson and then reflect on its effectiveness. Using your texts and readings, you will connect your findings to your own understanding of teaching writing, spelling and language. (CC. I. A., II. B. 4. a-h. III. A-F.H. V. A-T)

**Lesson Plan (50 points)**
The Lesson Plan: Create an excellent plan using the Block template and execute the lesson in your practicum placement. 50 points are awarded for the written plan. The implementation in your classroom will be observed and assessed as U/S.

**Reflection on lesson plan implementation (25 points)**
2-3 pages total, typed and double-spaced.

**The Reflection:**
The reflection component should make you think about your overall impressions and feelings that you had regarding your lesson. You also might address something that surprised you or something that made you pause.

Heading: align on left hand side of your paper
Name
Date
Class
Name of assignment and practicum placement/grade

Questions to include and answer in your reflection: (Use these questions as your headings and include with your responses – please include one-two well developed paragraphs for each of the questions.)
1. What aspects of your lesson were implemented differently than you planned? Why did that happen?
2. If you were going to teach this lesson to the same group of students, what would you do differently? Why? What would you do the same? Why?
3. What surprised you in your lesson?
4. Describe an instance or particular encounter that comes to mind. Why did you pick that instance? What is so perplexing about that particular moment?
5. What connections can you make to your lesson today from your coursework, our texts, and any previous lessons or experiences?

3. **Student Writing Analysis #2 (50 points)**

You will analyze a second writing sample using the same student you selected for your first writing analysis. By using the Writing Continuum Chart, formulate anecdotal notes regarding the student’s writing proficiencies, just as you did for the first analysis. Examine your evidence and then write a short paragraph describing how the student’s writing skills improved (or did not) since the first analysis. This will serve as a post-test for assessment purposes.

(CC.III. - C. F. N.) 2-3 pages, typed and double spaced.

*A full assignment description will be distributed in class.

Assignment rubrics:

**Student Writing Analysis: (50 possible points for each)**
30 points – All writing elements have been addressed in well-developed bullet points. (types of texts, content and traits, process, mechanics and convention, attitude and self-evaluation).
10 points – An introductory paragraph is included and contains the age of the child and the program in which the practicum is being conducted.
10 points – Grammar, mechanics and spelling are excellent.

**Lesson Plan: (50 possible points)** The rubric category description is included in full description.
Academic Standards/ Assessment Anchors - 4 points
Instructional Objective- 6 points
Introduction/ Anticipatory Set -6 points
Big Idea - 4 points
Essential Question - 4 points
Materials and resources - 4 points
Lesson Elements(Procedures, vocabulary and closure) - 10 points
Differentiated Instruction Activities (UDL, IEP, ELL, any adaptations) - 4 points
Assessment - 8 points

**Reflection on Lesson Plan Implementation: (25 possible points)**
20 points – All the questions from the assignment are answered fully.
3 points – Sentence structure, spelling and grammar are excellent.
2 points – Well developed sentences are included in the description.
Teaching Social Studies in the Elementary Classroom Unit Planning:

1) Title, Grade Level, Goal(s), and Table of Contents (3 points)

   (a) Title – topic or problem – What is the main focus/issue/topic for the unit? (Ex.: The Middle East, Festivals of Mexico, Environmental Protection).
   (b) Grade Level – often a range of appropriate grade levels.
   (c) Goal(s) Big Ideas – broad unit objective(s), expected knowledge as a result of studying this unit. What are two or three big ideas or concepts you want students to understand as a result of this learning experience?
   (d) Table of Contents – a listing of the unit’s contents with numbered pages

2) Overview (3 points)

   The rational for the unit. An overview of content, main ideas, and concepts.

3) Letter to Parents (3 points)

   Write a letter to parents introducing yourself and explaining your unit.

4) Essential Questions (3 points)

   Key questions that students could answer at the end of the unit. What leading questions can you ask of students to get them to understand the Big Ideas? Questions will lend specificity and clarity to your lessons and perhaps can be easily converted to learning outcomes/objectives. Example: Why do farmers decide to grow corn instead of cotton, soybeans, wheat, or other crops? Can be restated as: Students will explain the factors that farmers consider in deciding which crops to produce.

5) Objectives and NCSS Standards (3 points)

   Use the guiding questions to write objectives for your unit. See the example above. Beside each objective, identify the appropriate NCSS standard.

6) Instructional Resources (3 points)

   Identify resources that will be employed for the unit. Examples include textbooks, trade books, AV materials, classroom guests, field trips. Provide detailed information including bibliography.
7) **Initiation, culminating activity (3 points)**

   (a) An initiating activity that will introduce the unit and generate interest in the topic.
   (b) Culminating activity – an opportunity for students to apply and extend learnings from the unit.

8) **Assessment (6 points)**

   (a) Include a pre-assessment task – this will permit you to clearly illustrate what students know prior to teaching your unit.
   (b) Summative assessment – how will you know that students have obtained the lesson objectives?

9) **Objective and Assessment Alignment (3 points)**

   For each objective – write the assessment used to meet the objective.

10) **Lesson Plans (10 points each, 50 total points)**

    (a) Use the lesson plan format discussed in class and include all materials necessary to teach the lessons.
    (b) Make sure there is a clear relationship between what students will be doing and the lesson objectives.
    (c) All lesson plans need to have an assessment that relates to content.
    (d) Incorporate multiple strategies (do not rely on one method, such as lecture, note-taking)
    (e) Mechanics, organization, and structure are important.
11) Reflection (15 points)

After teaching your unit, reflect on your performance as a teacher and link your performance to your students’ learning. You will evaluate your performance and identify future actions for improved practice and professional growth.

(a) Select the learning goal/objective with which your students were most successful. Discuss possible reasons for this success. Consider your goals, instructional strategies, assessment procedures, and student characteristics or other contextual factors under your control.

(b) Select the learning goal/objective with which your students were least successful. Discuss possible reasons for this lack of success. (e.g., your goals, instructional practices, assessment, student characteristics, and other contextual factors under your control). Discuss what you could do differently or better in the future to improve your students’ performance.

(c) Reflect on possibilities for your future professional development. Describe at least two professional skills that you have developed as evidenced by your experiences with teaching the unit. Identify and discuss two specific steps you will take in the future to improve your performance in the critical area(s) you identified.

(d) Reflect on the assessment selected for your unit. Discuss how you selected the baseline information and the summative assessment. How did the students perform? How could you use assessment to drive instruction? What changes could be made in your unit based on the assessment information you collected?
Reflection Rubric

10 points – Learning goals/objective for success is discussed adequately. Learning goal/objective least successful is discussed adequately. Future Professional development – identified two steps you will take in the future to improve your importance

12 points – Learning goals/objective for success is discussed thoroughly. Learning goal/objective least successful is discussed completely and thoroughly. Future Professional development – clearly identified with significant detail, two steps you will take in the future to improve your importance.

15 points – Exceeds expectations in significant ways.