Westminster
College

New Wilmington
Pennsylvania

General Education: Early Childhood
PreK-4 Education and Secondary
Field Experience II Guide
EDU562/572

School of Education

Revised For AY 18-19
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 School of Education outcomes are consistent with the standards, guidelines, and outcomes of the College and the Pennsylvania Department of Education.
To: Administrators of 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 five day field component for either the 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 one lessons) 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 Handbook. We are grateful for your assistance in helping us prepare teacher candidates.

Please contact a supervisor if you have any questions or concerns.

Fall Email: clarkeca@westminster.edu – Cynthia Clarke

Spring Email: reedd@westminster.edu – Diana Reed
Overview

EDU 562/572 General Education Field Experience

Students are required to complete a five day 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 suggested to be completed either during the fall or January between semester or during the spring semester or summer ($250 fee) of the sophomore or junior year. Planning for this course begins early in the semesters.

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 2 learning experience.

Stage 2: Observation and Exploration

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. This includes observation, small and large group work. Feedback is provided by university instructor.
Procedures for Field Experience/Internship

1. The student is to attend a mandatory planning meeting on campus in the fall or spring 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 signatures from the supervising teacher and school administrator.
   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 assignment submissions and a cooperating teacher’s evaluation report that is sent to all school-based supervisors from the School of Education during the time of the field experience.

4. The supervisor provides ratings for quality of work, professionalism, adherence to State 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 cooperating teacher relays comments about the student’s performance strengths and areas that are viewed as needing improvement on the final evaluation.

6. The cooperating teacher 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. Make-up days for any absences should be arranged by student.

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
- 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 one lesson.
- Write three journal reflections.
- Create a bulletin board and/or learning center, instructional activity or class webpage to leave with your cooperating teacher. Upload a photograph of this project.
- In addition, your cooperating teacher will complete an evaluation of your time in the classroom. (This will be electronically sent to your cooperating teacher upon the completion of the field experience). The cooperating teacher will complete the form, and submit it to Westminster College. See page 12.

Assignment Requirements: This course is graded pass/fail. Students who do not complete the assignments will re-take the course. All assignments and date submissions will be uploaded on to mywestminster’s D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Lesson Plan #1</td>
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<tr>
<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 (Last 1/3)</td>
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<tr>
<td>Photograph of bulletin board, learning center or webpage</td>
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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

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

III. **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?

IV. **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, measureable verbs with concise stems, Refer to Bloom’s taxonomic levels)
   A(Audience)
   B(Behavior)
   C(Condition)
   D(Degree)

V. **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
   SUMMATIVE

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

VII. 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>
<th>Time</th>
<th>Teacher will</th>
<th>Students 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.)

VIII. **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?

IX. **Interdisciplinary Connections**

How could this lesson tie into other disciplines?

X. **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?
**Bulletin Board, Classroom Learning Center or Webpage Component**

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. A descriptive paragraph is required.
**Field Experience Journal**

**Description:** This is a field experience journal. (See specifics in the list below). Each submission will be reviewed by your college supervisor. Submit journal entries electronically using D2L by 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? (Focus on one over-arching theme to narrow your observation i.e. classroom environment, student engagement, behavior management, specific content, teacher-student relationships, etc.)

**Reflection**
What do you think about what you noticed?

- Something learned about the students or your teacher
- 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

**Connection**
How does this relate to...(Choose a few)
- something you learned in an education course?
- something you read? (include the resource)
- 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 educational pedagogy.

*** 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 Cooperating Teacher:

A sample evaluation is on the following page. The Westminster College School of Education 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 School of Education. The College supervisor and the field student receive a copy of all evaluation forms.
## WESTMINSTER COLLEGE FIELD EXPERIENCE EVALUATION

<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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<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>Interpersonal Communication/Teamwork</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>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>Dependability (punctuality/attendance)</td>
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<td>Creativity</td>
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<td>Proper appearance</td>
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<td>Professionalism (maturity, poise, confidence)</td>
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<td>Demonstrates 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

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**SAMPLE**

- [ ] Exemplary
- [ ] Proficient
- [ ] Satisfactory
- [ ] Unsatisfactory

Cooperating Teacher’s Signature

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**SAMPLE**