

Bethany Lutheran College

ENGL444 Methods in Teaching 5-12 English HIST443 Methods in Teaching 5-12 Social Studies ARTS444 Methods in Teaching K-12 Art

Fall 2014-15

3 Credits

M, W, F 8:30 – 9:40 a.m.

Room MH 121

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Ms. _____ (content)	_____ School	_____	_____
Ms. _____ (content)	_____ School	_____	_____

Course Descriptions

ARTS444 Methods in Teaching K-12 Art (3)

This course is required for students who seek state licensure for teaching grades K-12 visual arts within the studio art major. Students must first meet all requirements for “Entry into the Education Major.” Then they must meet all requirements for the Studio Art “Entry into the Major.” This course contains a field experience component and must precede enrollment in EDUC495/496 Teaching Internships and Seminars.

ENGL444 Methods in Teaching 5-12 Communication Arts and Literature (3)

This is course required for students who seek state licensure for grades 5-12 teaching of Communication Arts and Literature within the English major. Students must first meet all requirements for “Entry into the Education Major.” They also must meet all requirements for the English “Entry into the Major.” This course contains a field experience component and must precede enrollment in EDUC495/496 Teaching Internships and Seminars.

HIST443 Methods in Teaching 5-12 Social Studies (3)

This course is required for students who seek state licensure for teaching grades 5-12 social studies within the broad field social studies major. Students must first meet all requirements for “Entry into the Education Major.” They also must meet all requirements for the BFSS “Entry into the Major.” This course contains a field experience component and must precede enrollment in EDUC495/496 Teaching Internships and Seminars.

COURSE STRUCTURE

The secondary methods courses combine theory, methodology, and strategies specific to instruction in the content areas for middle and high school students. The course includes ten weeks of combined instruction during which future teachers of grades 5-12 prepare and micro-teach curriculum grounded in best practices for the middle and secondary levels. Candidates further attain proficiency in reading in the content areas as is required by state mandate. During the ten weeks, candidates attend class together with those from the other 5-12 content areas for which Bethany offers licensure programs.

Following this classroom instruction, candidates are assigned to an adjunct instructor in a local school to complete the clinical experience and content area specific standards. The clinical experience takes place Monday through Friday for two hours daily for five weeks. Candidates for licensure who hold a license at the secondary level must complete these experiences with students in grades 5 & 6. The candidates then return to the classroom for the final week of the secondary methods course.

Because clinicals involve both the classroom experience and the attainment of content standards, candidates can expect both morning and evening class meetings during clinical placement weeks.

Required Textbooks

ALL STUDENTS

Bishop, M. M. (2006). *The ABC's and All Their Tricks: The Complete Reference Book of Phonics and Spelling*. Fenton, MI: Mott Media. (ISBN-10: 0-88062-140-0 ISBN-13: 978-0-88062-140-3)

Carjuzaa, J., & Kellough, R. D. (2013). *Teaching in the Middle and Secondary Schools* (10th Ed.). Boston: Pearson Education. (ISBN-10: 0-13-269620-7 ISBN-13: 978-0-13-269620-3)

Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2011). *Secondary School Literacy Instruction: The Content Areas*, (10th Ed.). Belmont, CA: Wadsworth, Cengage Learning. (ISBN-10: 0-495-80950-0 ISBN-13: 978-0-495-80950-0)

Textbooks on Reserve

Note: The resources below will be placed on reserve in the Memorial Library. Students can expect that additional readings and assessments will be assigned from content area specific methods textbooks that are held on reserve. These resources will be used during the clinical / content area specific instruction sessions.

ARTS444 - on reserve in Memorial Library

Bates, J. K. (2000) *Becoming an Art Teacher*. Wadsworth, Cengage Learning. (ISBN-10: 0534522394 ISBN-13: 978-0534522391)

HISTS443 - on reserve in Memorial Library

Chapin, J. R. (2014). *Practical Guide to Middle & Secondary Social Studies* (4th Ed.). Boston: Allyn & Bacon. (ISBN-10: 0133783774 ISBN-13: 978-0133783773)
Note: The above ISBN refers to the loose leaf edition of the text.

ENGL444 - on reserve in Memorial Library

Burke, J. (2012). *The English Teacher's Companion* (4th Ed.). Portsmouth, NH: Heinemann. (ISBN-10: 0325028400 ISBN-13: 978-0325028408)

Course Objectives

Note: Specific MN Board of Teaching licensure standards follow.

The learners will . . .

1. Demonstrate proficiency and acquire knowledge in teaching reading in the 5-12 content areas according to the Minnesota Board of Teaching requirements (MN Statutes 2000, 122A.18 subd. 2a).
2. Apply pedagogical best practices and acquire content knowledge specific to K-12 visual arts (8710.4900); 5-12 communication arts and literature (8710.4250); or 5-12 social studies (8710.4800).
3. Practice pedagogical methods and strategies aligned with educational philosophy and theory specific to instructing preadolescent and adolescent students at the middle and secondary levels (8710.3300).
4. Demonstrate proficiency in the listed Standards of Effective Practice for Minnesota teachers (8710.2000)
5. Acquire 5 weeks of practical clinical experience in a classroom under the mentorship of an experienced, licensed education professional in a middle school (grades 5-6) content area.
6. Acquire human relations experience in classrooms with learners from diverse cultural, ethnic, and socioeconomic backgrounds as well as learners with diverse cognitive, linguistic, emotional, and physical needs (3512.2700).

MN Board of Teaching Standards

I) Reading in the Content Areas

2002 MN 122A.18 subd. 2a

Reading strategies. (a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas.

2005 MN 122A.06 subd. 4. Definition of comprehensive, scientifically based reading instruction:

Comprehensive, scientifically based reading instruction includes a program or collection of instructional practices that is based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve, at minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, instruction in the five areas of reading:

- phonemic awareness - phonics - fluency
- vocabulary - text comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the students' reading **progress** and needs in order to design and implement ongoing **interventions** so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

II) 8710.4900 Teachers of Visual Arts

Subpart 3. B. A teacher of visual arts understands and evaluates art theory and studio art practice. The teacher must:

- (10)(e) demonstrate competence in . . . fiber arts, for example, experiences with weaving, papermaking, quilting, or stitchery

Subpart 3. E. A teacher of visual arts understands central concepts common to the teaching and learning of art education content. The teacher must understand:

- (1) philosophical influences within art education;
- (2) the goals and purposes of art education, making principled decisions about practice;
- (3) the historical foundations of art education and training in visual art;
- (4) art education research to enhance teaching effectiveness;
- (5) the importance of the arts to the individual, school, community, and society to include careers, hobbies, and leisure time activities;
- (6) how to budget an art program and manage art classroom procedures;
- (7) how to conduct meaningful and appropriate assessments and evaluations of programs;
- (8) safe use of tools, equipment, materials, and processes in visual art education learning environments.

Subpart 3. F. A teacher of visual arts must demonstrate an understanding of the teaching of visual arts that integrates understanding of visual art with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of visual arts to children, preadolescents, and adolescents must:

- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of visual arts and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and know how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;
- (8) understand the impact of reading ability on student achievement in visual arts, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read art content materials more effectively;
- (9) apply standards of effective practice in teaching students in kindergarten through grade 12 through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

III) 8710.4800 Teachers of Social Studies

Subpart 3. D. A teacher of social studies understands that personal identity is shaped by an individual's culture, by groups, and by institutional influences. The teacher must understand:

- (9) how to work independently and cooperatively within groups and institutions to accomplish goals.

Subpart 3. K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social sciences disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:

- (2) understand and apply the research base for and the best practices of middle and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;
- (8) understand the impact of reading ability on student achievement in social studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read social studies content materials more effectively;
- (9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

IV) 8710.4250 Teachers of Communication Arts and Literature

Subpart 3. A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

- (1) language development, cognition, and learning;
- (2) the philosophical, grammatical, and semantic functions of language;
- (3) philosophy and theories of communication arts and literature instruction;
- (7) the aesthetic dimensions of communication arts and literature;
- (8) strategies that allow appropriate engagement in communication tasks for a variety of purposes and audiences;

- (9) the integration of reading, writing, speaking, listening, and viewing;
- (10) strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences;
- (11) strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives;
- (15) communication and its value in exploring and expressing ideas.

Subpart 3. B. A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:

- (1) knowledge, skills, and ability to teach reading including:
 - (a) the interactive and constructive nature of reading comprehension and how it functions in the literal, inferential, and schema-based levels of understanding;
 - (b) the stages of the reading process so as to model and teach strategies that occur before, during, and after reading;
 - (c) content area reading strategies to encourage competence and independence for lifelong learning;
 - (d) comprehension strategies for a variety of purposes to various materials and texts, including everyday life situations;
 - (f) the selection and teaching of vocabulary in all settings;
 - (g) the use of books and other printed sources for personal growth and lifelong learning.
- (2) knowledge, skills, and ability to teach writing including,
 - (a) various stages of the writing process including prewriting, writing, conferencing, revising, and publishing used in teaching writing;
 - (b) diverse strategies for assessing and responding to student writing.
- (3) knowledge, skills, and ability to teach speaking including,
 - (b) methods and steps necessary to construct meaning for participants in both formal and informal speaking situations;
 - (c) methods of managing and overcoming communication anxiety and apprehension;
 - (d) ethical responsibilities of a speaker associated with competent and effective communication in society.
- (4) knowledge, skills, and ability to teach listening including,
 - (a) relationships between and among the components of the listening process;
 - (b) the different listening skills appropriate for diverse types and levels of listening;
 - (c) how to identify and manage barriers to listening;
 - (d) ethical responsibilities of a listener.
- (5) knowledge, skills, and ability to teach media literacy including,
 - (b) effects of the various types of electronic audiovisual media on the communication process;
 - (d) functional, aesthetic, and ethical values of media communication.
- (6) knowledge, skills, and ability to teach literature including,
 - (a) a repertoire of literacy texts, including fiction and nonfiction, classic and contemporary works, and works written for preadolescents and adolescents by a diversity of authors;
 - (b) characteristics of various literary genres, including poetry, drama, novel, short story, and essays;
 - (c) tools of interpretation including literary devices, critical theories, and various methods of analysis, interpretation, presentation, and evaluation of literature;
 - (d) how to help students respond to, interpret, and evaluate texts in a variety of ways, including text centered and reader centered approaches;
 - (f) how to help students construct meaning out of texts through various processes applied before, during, and after reading.

Subpart 3. C. A teacher of communication arts and literature demonstrates understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of adolescent and preadolescent students in grades 5-12 shall:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
- (2) understand and apply the research base for and the best practice of middle level and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of the discipline;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;
- (8) understand the impact of reading ability on student achievement, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read more effectively;
- (9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

V) 8710.3300 Middle Level Licensure in Academic Specialty (HIST443 and ENGL444)

Subpart 3. A. A teacher of an academic specialty to middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand:

- (1) the research base for and best practices of middle level education;
- (2) the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents;
- (3) the concepts of "belonging" and "family connectedness" as crucial to the development of young adolescents;
- (4) the process and necessity of collaboration with families and other adults in support of the learning of young adolescents.

Subpart 3. B. A teacher of an academic specialty to middle level students understands the teaching of an academic specialty that integrates understanding of the academic specialty with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development.

The teacher of an academic specialty to middle level students in grades 5-8 must:

- (1) develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students and are specific to the academic specialty;
- (2) understand how to integrate curriculum across subject areas in developmentally appropriate ways;
- (3) understand the role and alignment of district, school, and department mission and goals in program planning;
- (4) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (5) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

- (6) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;
- (7) understand the impact of reading ability on student achievement in the academic specialty, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read the academic specialty content more effectively;
- (8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level students within a range of educational programming models. Candidates for licensure who hold a license at the elementary level must complete these experiences with students in grades 7 & 8. Candidates for licensure who hold a license at the secondary level must complete these experiences with students in grades 5 & 6.

Standards of Effective Practice (8700.2000) and Assessments for Electronic Portfolio

1) SEP 3 – Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

SEP 3 Assessment

Unit Plan: This is a collaborative project in which two or three students plan a unit specific to their licensure content area that incorporates the contributions and lifestyles of various ethnic, racial, cultural, and economic groups. Prepare a brief oral presentation and a handout for the class.

2) SEP 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills.

SEP 4 Assessments

A) Portfolio Assignment 1: Develop a series of instructional questions based on each level of *Bloom's Taxonomy*. Include one question per level that falls into these categories:

1. Definitional questions
2. Background information questions
3. Hypothetical questions requiring projections and guesses
4. Relational questions
5. Ethical questions

B) Portfolio Assignment 2: Select / read a work of literature appropriate to the middle school level. Create a series of questions you could use to promote a higher level of literacy & higher-order thinking.

C) Portfolio Assignment 3: Plan a lesson that includes discussion, interactive writing, and a vocabulary-development activity. Review your lesson with your cooperating teacher, modify the lesson as advised, and then teach your lesson to either your whole class or a small group. Assess your ability to lead a discussion, to guide interactive writing, and to develop vocabulary.

D) Portfolio Assignment 4: Research effective techniques for assisting struggling middle school readers. Then, write a **series of seven related lesson plans** that are designed to assist middle school students who have below grade level reading abilities. The first lesson will constitute a pretest of reading ability, and the seventh lesson will constitute a posttest of reading ability. Have your cooperating teacher assess your set of lessons, and if you are given the opportunity to teach them, keep a record of their effectiveness. Be sure to cite your research source(s) on each of your lesson plans.

E) Portfolio Assignment 5: Write a series of lesson plans for mini-lessons. Your objectives should be based on Minnesota's Communication and Language Arts, Social Studies, or Visual Arts standards. Include the elements of a lesson plan, as in the model lesson plans provided by your instructor. With permission, keep samples of children's work if you teach any of your mini-lessons. Write a reflection of how you taught the lesson and indicate what changes you might make when re-teaching the lesson based on your assessment data.

1. A mini-lesson in which you introduce children to a literary genre, a type of historical document, or a type of art.
2. A mini-lesson in which you introduce children to writing about literature, history, or art.
3. A mini-lesson in which you help children to examine their lives for personal writing topics.
4. A mini-lesson in which you teach the design of a persuasive paragraph in the context of your teaching major.

F) Portfolio Assignment 6: Learning Center or Interactive Bulletin Board: Every member of the class will design a discipline-specific learning center or interactive bulletin board using teaching and learning strategies to engage students in active learning, critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

G) Portfolio Assignment 7: WebQuest Activity: Every member of the class will prepare a research project that requires the use of Internet resources. Specifically, children will be brought into direct, focused contact with the Internet as a way to acquire knowledge, concepts, and skills. Be certain to build into the activity continuous monitoring of the children's use of the Internet (games, off-topic sites, chat rooms, blogging, dangerous sites). Copies of each Web Quest will be shared with the class for their feedback.

3) SEP 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, & media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

SEP 6 Assessments

- 1) Portfolio Assignment 8: Observe a short middle school lesson and describe the social interactions of the students. Indicate the grade level at which you observed. Note specific use of nonverbal language and social conventions among the students.
- 2) Portfolio Assignment 2: Select and read a work of literature appropriate to the middle school level. Create a series of questions you could use to promote a higher level of literacy & higher-order thinking.
- 3) Portfolio Assignment 9: Every member of the class will prepare a report on Internet sites (minimum of 10) and software appropriate for Communication and Language Arts, Social Studies, or Visual Arts instruction. The report should indicate the middle school grade level and a summary statement of how the website or software can be used to teach the content area. Copies of the report will be shared with the class for their feedback.
- 4) Portfolio Assignment 10: Plan a lesson that focuses on questioning strategies to guide students' inquiry and discovery.
- 5) Portfolio Assignment 11: Collaborate with other students who are also taking secondary level teaching methods courses to produce an interdisciplinary lesson with an emphasis on drama, art, and either music or dance history. Have a cooperating teacher assess this lesson in advance. Then, depending on clinical experience placements and availability of the other students, this lesson should be team-taught and assessed afterwards by the cooperating teacher.

4) SEP 7 – Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

SEP 7 Assessments

A. **Individual** Unit Plan completed in ARTS444, ENGL444, or HIST443

Develop a unit of study on a middle school topic appropriate for art, literature, or social studies students. The unit will be presented in class, and a written unit will be distributed to the class and instructor. The presentation should take 30-45 minutes and should be interactive and demonstrate/use many activities

from the written unit. The unit plan should include a detailed introduction, goals & objectives, content, instructional strategies and activities, and an assessment plan.

1. Introduction
 - a. Setting (not required to be based on an actual school)
 - School: private or public
 - Overview of community
 - Classroom demographics
 - b. Statement of purpose
 - c. Long range goals
 - d. Brief overview of unit
 - e. Complete bibliography of sources and resources used in unit preparation
 - f. Identification of specific MN content and grade level standards
2. Theme or topic
3. Overall unit goal
4. Overall unit objectives
5. Overall unit assessment (be specific)
6. Unit must include at least 5 class meetings.
7. Lesson plans for each class session (include topic, goal, objectives, and rationale; be sure to include plan for exceptional learner, ESL, etc. and a plan for reflection).
8. Scope and sequence for content must be evident.
9. Avoid duplicating topics. Work with classmates so that each has the opportunity to develop a unique unit theme.

B. Collaborative Unit Plan for SEP 3 is also used to assess SEP 7 (see #1 above)

5) SEP 9 – Reflection & Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

SEP 9 Assessment

A) Annotated Bibliography: Develop an annotated bibliography of art, language arts, or social studies teaching resources (10 sources). Submit your file electronically as an email attachment to facilitate compiling and distribution. Report on one selection to show your understanding of the contributions of females and males from various cultures. Include any lesson plans you authored to accompany these resources.

Proposed Weekly Schedule

(Note: schedule is subject to change.)

Week	Knowledge	Assessments	Standards
1 – 8.26.14	Carjuzaa & Kellough (2013) Ch. 1 & 2	- Obtain mission, goals, philosophy of public middle / high school district, school, and department; report to class - Philosophy of education specific to your content area	8710.3300 Sub. 3.B. (3)
2 – 9.02.14	Carjuzaa & Kellough (2013) Ch. 3 & 4 Review Bloom's Taxonomy	- Portfolio Assignment 1 - Portfolio Assignment 2	8710.3300 Sub. 3.A. (2) 8710.3300 Sub. 3.A. (3) 8710.2000 SEP 3
3 – 9.08.14	Carjuzaa & Kellough (2013) Ch. 5 & 6 MN standards for your content area(s) at middle and secondary school levels	- Portfolio Assignment 10 with microteaching - Portfolio Assignment 11	8710.3300 Sub. 3.A. (1) 8710.3300 Sub. 3.B. (6) 8710.3300 Sub. 3.B. (1) 8710.3300 Sub. 3.B. (2) 8710.3300 Sub. 3.B. (4) 8710.2000 SEP 4 8710.2000 SEP 6 8710.2000 SEP 7
4 – 9.15.14	Carjuzaa & Kellough (2013) Ch. 7	- Portfolio Assignment 5 - Portfolio Assignment 6	8710.3300 Sub. 3.A. (1) 8710.3300 Sub. 3.A. (3) 8710.3300 Sub. 3.B. (8) 8710.2000 SEP 3 8710.2000 SEP 4 8710.2000 SEP 6 8710.2000 SEP 7
5 – 9.22.14	Carjuzaa & Kellough (2013) Ch. 8	- Collaborative unit plan focusing on diversity with verbal presentation & handout	8710.3300 Sub. 3.A. (1) 8710.3300 Sub. 3.A. (3) 8710.3300 Sub. 3.B. (1) 8710.3300 Sub. 3.B. (2) 8710.3300 Sub. 3.B. (4) 8710.3300 Sub. 3.B. (5) 8710.2000 SEP 4 8710.2000 SEP 6 8710.2000 SEP 7
6 – 9.29.14	Carjuzaa & Kellough (2013) Ch. 9	- Work on unit plan continues	8710.3300 Sub. 3.A. (1) 8710.3300 Sub. 3.A. (2) 8710.2000 SEP 4 8710.2000 SEP 6 8710.2000 SEP 7
7 – 10.06.14	Carjuzaa & Kellough (2013) Ch. 11	- Design grading system for your content area	8710.3300 Sub. 3.A. (1) 8710.3300 Sub. 3.B. (1) 8710.2000 SEP 4 8710.2000 SEP 7
8 – 10.13.14 (midterm)	Carjuzaa & Kellough (2013) Ch. 12	- Individual content area specific unit plan - Annotated bibliography (from SEP 9)	8710.3300 Sub. 3.B. (1) 8710.3300 Sub. 3.B. (2) 8710.3300 Sub. 3.B. (3) 8710.2000 SEP 9
9 – 10.20.14	a. Bishop (2006) read P. 1-66 b. <u>Skim</u> Bishop (2006) P. 67-295 c. Roe et al. (2011) Ch. 1, 8 d. Roe et al. (2011) Ch. 4	- Discussion leading for assigned chapters - Portfolio Assignment 3 with microteaching - Work on unit plan continues	122A.18 subd.2a (reading) a. phonics b. phonemic awareness c. fluency d. vocabulary 8710.3300 Sub. 3.B. (7)
10 – 10.27.14	a. / b. Bishop (2006) p. 297-339 e. Roe et al. (2011) Ch. 5, 6 f. Roe et al. (2011) Ch. 10, 11 g. Roe et al. (2011) Ch. 3, 9	- Discussion leading for assigned chapters - Portfolio Assignment 4 with microteaching	122A.18 subd.2a (reading) e. text comprehension f. best practices g. progress & interventions 8710.3300 Sub. 3.B. (7)

11 – clinical – 11.03.14	(all content areas)		See content area matrix
12 – clinical – 11.10.14	(all content areas)		See content area matrix
13 – clinical – 11.17.14	(all content areas)		See content area matrix
14 – clinical – 11.24.13	(all content areas)	(note: 2-day week for ISD 77)	See content area matrix
15 – clinical – 12.01.14	(all content areas)		See content area matrix
16 – 12.08.14	Carjuzaa & Kellough (2013) Ch. 10	- Portfolio Assignment 7 - Portfolio Assignment 9	8710.3300 Sub. 3.A. (4) 8710.3300 Sub. 3.B. (1) 8710.3300 Sub. 3.B. (4) 8710.3300 Sub. 3.B. (5) 8710.2000 SEP 4 8710.2000 SEP 6
Exam Week (12.15 to 12.18)	-----	Final Exam	-----

Content Area Standards Knowledge and Assessments

11 – clinical – 11.03.14 (all content areas)	Teaching Visual Arts text on library reserve (Bates) Ch. ____ Ch. ____ Ch. ____ Ch. ____	- TBD - Compile a list of ideas as to how local businesses, industry, and community organizations can be embedded in curriculum for your content area - Portfolio Assignment 8	<u>Coursework</u> 8710.4900 (Visual Art) Sub. 3.B. 10(e) Sub. 3.E. 1, 2, 3, 4, 5, 6, 7, 8 <u>Clinical</u> Sub. 3.F. 2, 3, 4, 5, 6, 7, 8, 9 8710.2000 SEP 3, 4, 6, 7, 9
12 – clinical – 11.10.14 (all content areas)	Teaching Social Studies text on library reserve (Chapin) Ch. ____ Ch. ____ Ch. ____ Ch. ____	- TBD - Compile a list of ideas as to how local businesses, industry, and community organizations can be embedded in curriculum for your content area - Portfolio Assignment 8	<u>Coursework</u> 8710.4800 (BFSS) Sub. 3.D. 9 <u>Clinical</u> Sub. 3.K. 2, 3, 4, 5, 6, 7, 8, 9 8710.2000 SEP 3, 4, 6, 7, 9
13 – clinical – 11.17.14 (all content areas)	Teaching Comm. Arts & Lit. text on library reserve (Burke) Ch. ____ Ch. ____ Ch. ____ Ch. ____	- TBD - Compile a list of ideas as to how local businesses, industry, and community organizations can be embedded in curriculum for your content area - Portfolio Assignment 8	<u>Coursework</u> 8710.4250 (English) Sub. 3.A. 1, 2, 3, 7, 8, 9, 10, 11, 15 Sub. 3.B. 1 (a-d, f, g) Sub. 3.B. 2 (a-b) Sub. 3.B. 3 (a, c, d) Sub. 3.B. 4 (a-d) Sub. 3.B.5 (b, d) Sub. 3.B. 6 (a-d, f) <u>Clinical</u> Sub. 3.C. 1, 2, 3, 4, 5, 6, 7, 8, 9 8710.2000 SEP 3, 4, 6, 7, 9
14 – clinical – 11.24.13 (all content areas) (note: 2-day week for ISD 77)	Texts on library reserve	- Tutor a struggling reader; in a written report, reflect upon how you would help her/him improve reading skills - Visit a co-curricular or extracurricular event at the middle school level. Take notes and reflect upon the activity's importance to the content area curriculum. - Author a lesson plan that incorporates elements of a cocurricular / extracurric. activity	<u>Clinical</u> (all content areas) 8710.3300 Sub. 3.B. (8) 8710.2000 SEP 3, 4, 6, 7, 9 MN 122A.06 subd. 4
15 – clinical – 12.01.14 (all content areas)	Texts on library reserve	- Clinical placement lesson plan, lesson evaluation, and final evaluation forms - Clinical placement candidate reflections on lessons - Human relations forms & reports	<u>Clinical</u> (all content areas) 8710.3300 Sub. 3.B. (8) 8710.2000 SEP 3, 4, 6, 7, 9

Course Requirements

1. It is the student's responsibility to understand and to fulfill course requirements as outlined in this syllabus. *Note: This syllabus and the requirements of the course are subject to change at any time. Students will be advised of changes either verbally or through electronic or printed memos. Students are encouraged to regularly check MyBLC and their BLC email accounts for announcements, updates, and the latest draft of the syllabus.*
2. Full participation in class sessions is expected. Because reflective discussion is a major component of this course, regular and punctual attendance is required. Since you are preparing for entrance into one of the most influential professions in society, you should consider your attendance as critical and important to your success as the daily fulfillment of a classroom teacher's responsibilities. Occasionally, illness or family emergencies, etc. may require that you miss class. When such circumstances arise, *you are expected to inform the instructor just as teachers are expected to be responsible and be "on the job," or inform their principal if they are unable to teach on a specific day. This is an important common courtesy that will serve you well in any of life's activities as well as in your future career. Furthermore, this is your preparation for the "real world" of teaching. Do not assume that sending off an email is sufficient notice of an absence. **TWO or more** absences (whether excused or unexcused) **WILL** result in reduction of your final grade at the instructor's discretion.*
3. Formal writing will follow MLA standards. All final draft written assignments must be computer generated using Times or Times New Roman 12-point font, double-spacing, standard (1 inch all four sides) margins, a separate title page (if requested), pagination / running head, and a works cited page. Writing must be free of typographical, spelling, and grammatical errors, as well as other evidence of panic, carelessness, or poor writing skills. Any work that fails to meet these standards is subject to be returned; it must be resubmitted *but will be subject to a reduced grade.*
4. **As with any formal writing, papers submitted by students in HIST443, ARTS444, and ENGL444 will adhere to principles of academic integrity.** Students should note the following regarding plagiarism. *The MLA Style Manual** has defined plagiarism as follows:
 1. Repeating another's sentences as your own;
 2. Adopting a particularly apt phrase as your own;
 3. Paraphrasing someone else's argument as your own;
 4. Presenting someone else's line of thinking as if it were your own.

In short, to plagiarize is to use someone else's work as your own without crediting or citing the source. Direct word-for-word copying is permissible if the material appears in quotation marks and if the source is cited. Rephrasing and summarizing is permissible if the source is cited.

The instructor reserves the right to fail any student involved in plagiarism.

* Modern Language Association of America. *MLA Style Manual and Guide to Scholarly Publishing 3rd Edition*. New York, 2008. Print.

5. **Reading Assignments:** This course has a major emphasis on reading (**Gaining Knowledge**), and these reading assignments correspond to various Minnesota Standards of Effective Practice [SEP], as noted throughout this syllabus. **Each reading assignment is to be completed in advance of its presentation in class unless otherwise noted, and the readings are often accompanied by quizzes or other formative and/or summative assessments.**
6. **Tests:** Testing will consist of a combination of section exams, a mid-term exam, and a final exam. Content of the two major exams will be drawn from the lectures, text and other readings, class handouts, and information presented in class through any other means. Tests will contain both objective and essay items, thus requiring an understanding of terminology, concepts, theorists, and research findings as well as thoughtful opinion and application.
7. **Clinical Experience:** A clinical placement of five continuous weeks of school-based practical experience is required of all students. Students are informed of their placements, and these placements

are ***not*** subject to approval by students. Students are responsible for meeting all clinical experience requirements as outlined in the latest revision of the **Elementary and Secondary Education Department Handbook** and for submitting all required documentation, in full, on the due date announced in class.

- 1) If additional visits to the host school are required in order to achieve the full clock hours, it is the student's responsibility to schedule the additional visits *outside of class meeting time*.
- 2) Many professional educators will participate in different capacities to help you with your professional development. Keep in mind, however, that a host school teacher's first and foremost responsibility is to the students who are being taught, necessarily making your professional development secondary to the needs of the school's students. Accordingly, it is important that you participate ethically, intelligently, energetically, and cooperatively; in other words, participate *professionally*.
- 3) Bethany Lutheran College can endorse the continuation of your clinical experience placement only when you conduct yourself in a professional manner. Unprofessional attitudes and conduct jeopardize your placement and your intended career, while reflecting unfavorably upon the Teacher Preparation Program at Bethany Lutheran College. This can then directly affect the availability of future opportunities for our education students at your clinical experience site.
- 4) All students must authorize a criminal record check, paid for by Bethany College. You cannot participate in a clinical experience without first undergoing and passing this criminal record check. Consent forms are distributed in class.
- 5) Your placement at your host school is viewed as a contract, a professional commitment that must be honored with integrity and responsibility. **No unexcused absences are permitted.** You are wise to arrive a bit early and to report to your supervising teacher before leaving to see if he or she would like some time to conference with you. Do not arrive at the last minute and dart away when the time is completed.
- 6) You must always follow the rules, requirements, procedures, and policies of your host school. Dress professionally, and always wear your name badge, which is provided by BLC. Park only in a designated location for visitors. Always sign in and out at the school's main office. Visit only those areas of the school for which you have permission. **Associate yourself with your host school's teacher and other professional school employees, not with the students.** Maintain the privacy rights of students and teachers; confidentiality and professional ethics are always required.
- 7) **After you have completed your clinical experience, be certain to acknowledge your appreciation to your host school's teacher.** Everyone should do so *in person* during the last visit to the classroom. However, host school teachers still greatly appreciate the thoughtfulness of students who also handwrite a short note on a note card, which is then mailed to the teacher at the host school. This is more personal and meaningful than sending an email message.
- 8) **Human relations component:** Upon completion of the clinical experience, candidates are required to complete the human relations forms and report as is outlined in the Elementary and Secondary Education Majors Handbook and in compliance with MN 3512.2700.

Student Evaluation

Each assignment is scored by total points; *no assignment is optional*. Work is often scored using a rubric, which is typically provided in advance of the assignment. Should the rubric points not align with the course points, a ratio will be used to convert the score. Often, students use these rubrics to self-score their work or to give input to others. Though the total point value at the end of the semester will vary. The items listed and their accompanying point values are subject to addition, deletion, or change at the instructor's discretion. *The instructor likewise reserves the right to reduce the score of work that is submitted after the due date and time.*

- STEEP Major Projects _____ points each (____ / 35%)
 - Collaborative instructional unit plan
 - Individual instructional unit plan
- Papers _____ points each (____ / 25%)
 - Portfolio 1
 - Portfolio2
 - Portfolio 3
 - Portfolio 4
 - Portfolio 5
 - Portfolio 6
 - Portfolio 7
 - Portfolio 8
 - Portfolio 9
 - Portfolio 10
 - Portfolio 11
 - Philosophy of Education for Content Area
 - District / school mission, goals, philosophy
- Exams / Participation _____ points each (____ / 20%)
 - Textbook chapter exams
 - Mid-term / Final exam
- Homework _____ points each (____ / 20%)
 - Quizzes
 - Content area grading system
 - Annotated bibliography
 - Chapter discussion leader
 - List of business and community resources
 - Cocurricular activity report & lesson plan
 - Struggling reader tutoring report

Grading

Grades are calculated by using the points earned divided by total points possible, which generates a percentage.

Note: MyBLC is set up to assign grades based on the lowest whole number percentage for each grade category (e.g. 92.995 = B+; 93.0 = A-). The total amount of points possible may fluctuate depending on additional quizzes or daily assignments. Please note that the grade scale is particular to the Education Department.

Assignment and test scores will be converted to course points using a ratio rounded to the nearest 0.5 of a point.

A	95 – 100%	A-	93 – 94% (93-94.999)		
B+	91 – 92% (91-92.999)	B	88 – 90% (88-90.999)	B-	85 – 87% (85-87.999)
C+	82 – 84% (82-84.999)	C	79 – 81% (79-81.999)	C-	77 – 78% (77-78.999)
D+	74 – 76% (74-76.999)	D	72 – 73% (72-73.999)	D-	70 – 71% (70-71.999)
F	Below 70% (0-69.999)				

	Bethany Lutheran College	<h1 style="margin: 0;">Human Relations Report Form</h1>
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Check the course in which human relations hours are being fulfilled.

- | | |
|--|---|
| <input type="checkbox"/> EDUC310 Educational Psychology and Human Relations
<input type="checkbox"/> EDUC315 Teaching Health and Human Performance
<input type="checkbox"/> EDUC320 Teaching Literacy and Communication
<input type="checkbox"/> EDUC325 Children's Literature
<input type="checkbox"/> EDUC340 Teaching Social Studies
<input type="checkbox"/> EDUC360 Teaching Science | <input type="checkbox"/> EDUC370 Introduction to the Exceptional Learner
<input type="checkbox"/> EDUC425 Fine Arts in Elementary Education
<input type="checkbox"/> EDUC430 Teaching Mathematics
<input type="checkbox"/> ARTS444 or ENGL444 or HIST443
<input type="checkbox"/> EDUC495 Teaching Internship & Seminars
<input type="checkbox"/> EDUC496 Middle School Internship |
|--|---|

Signature of Bethany Instructor: _____

Name of Student _____ Date _____

(If you are a transfer student, please list the name of the institution from which you are transferring and the course in which you satisfied the human relations requirement.)

Transfer Institution: _____ Course _____

Activity _____

Age of the Participants _____

Location/City/State _____

Please Note: In order for an activity to fulfill the human relations requirement, it must involve working with other people in a teaching, directive, or other helping capacity. Observation alone does not constitute an activity.

Date Started _____ **Date Ended** _____ **Total Number of Hours** _____

Please attach a separate report...

- Describing the participants and the activity (one paragraph).
- Describing the effect this activity had on your behavior with respect to human relations knowledge and/or skills (one paragraph).
- Reflect on the following objectives by writing a response to each objective. LABEL each response by matching the letter of the objective to your response. (A, B, C, or D)

- A. An increase in the understanding of the contributions of various ethnic, racial, cultural, differently abled, and economic groups in our society.
- B. The ability to recognize and deal with dehumanizing biases, discrimination, and prejudices.
- C. The ability to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.
- D. An increase in respect for human diversity and personal rights.

(Remember to have the person in charge of your experience complete the evaluation and human relations verification form, which must be attached to your report.)

Human Relations Report

Verification and Evaluation of the

Bethany Lutheran College

Student's Activity

Student Intern: _____

Supervising Teacher: _____ Grade level(s): _____

School: _____ City: _____

Date ranges: _____ to _____, _____

Times / hours per day: _____

Dear supervising teacher, please indicate the areas in which this student teacher worked with diverse populations. (Check all that apply.)

_____ Students from different ethnic or cultural backgrounds

_____ Students from minority groups

_____ English Language Learners

_____ Students with special education needs

_____ Other: _____

_____ Other: _____

Student intern's performance was...

_____ Inadequate _____ Basic _____ Proficient _____ Exemplary

Comments: _____

Signature / Title of Supervisor

Date



Guidelines for Clinical Experience in EDUC3XX and EDUC4XX Teaching Methods Courses

Goals

The Bethany education clinical experience is designed to give the student teacher

- experience relating theory to practice
- opportunity to observe classrooms in action
- opportunity to work closely with experienced teachers in a classroom setting
- experience planning, writing, and teaching a variety of lessons
- experience doing reflective self-evaluation
- practice analyzing personal commitment and potential for the teaching profession
- practice developing a list of personal goals for the teaching internship experience

Clinical Experience Procedures

The clinical experience procedures will include but not be limited to the following:

- Classroom observation
- Pre-conference with cooperating teacher and college professor
- Teaching assignment
- Lesson planning (Bethany students will use a prescribed lesson plan form)
- Submit lesson plans to professor and cooperating teacher prior to teaching
- Conference for clarification and feedback
- Teach the lesson(s)
- Post conference for evaluation and feedback

Before beginning the clinical experience, the Bethany student is expected to:

- **Contact** the participating teacher/coordinator to introduce self, explain the nature of the clinical experience, schedule and/or confirm dates, times, building site, and room number. This can be done by phone, email, or letter. **Email** is preferred. If phoning, call between 2:45 and 3:30 P.M. If the teacher is not available, don't expect the teacher to return the call. Leave a message that you called and ask the secretary for a good time to call back. It may take several tries before you connect with the teacher.
- For **clinical experiences that occur outside the Bethany class time**, the BLC student with the help of the BLC professor will schedule or confirm the dates and times with the principal/teacher/coordinator. The BLC student needs to be flexible to fit with the days and times that are best for the teacher(s) and her/his students.
- **Send or give** the principal/teacher/coordinator a copy of the clinical experience overview, a copy of the BLC student's assignment, and an evaluation sheet. Do this before or on the first visit. If the BLC professor makes the arrangements, s/he will deliver a folder with this information to each teacher.

During the clinical experience, the Bethany student is expected to:

- **Dress and act** professionally (no hats/caps, jeans, t-shirts, flip-flops, gum, etc.).
- **Wear** Bethany Lutheran College identification (Remember to wear your name badge!)
- **Arrive at the school fifteen minutes ahead of the scheduled time** to allow for parking, check in, and locating the classroom.
- **Sign in** at the office.
- **Arrive** at the classroom **ten minutes before class begins**.
- **Work** in the room assigned for the clinical session(s).
- **Associate** yourself with the teacher or other professional staff members, not with the students. Maintain a proper teacher-student relationship throughout the tutoring session.
- **Maintain** the right to privacy of the students and teachers. Confidentiality and professional ethics are expected (FERPA).
- **Stay** with the assigned teacher. Do not follow the students into other classrooms or special teachers' classes unless arrangements have previously been made with the other teachers.
- **Sign out** at the office when the scheduled clinical session is over and leave the building.

Following the clinical experience, the Bethany student is expected to:

- **Complete a reflective self-evaluation for each session of the clinical.** This information will be used in the post conference.
- **Send** a thank you note to the classroom teacher and other personnel with whom you worked.

Evaluation and Evaluation Forms

Verbal and written evaluation provided both formally and informally in the classroom and during conferencing are important. The clinical participant needs to know the reaction of mentors to her/his activity and to obtain directive feedback.

Cooperating Teachers complete an in-depth evaluation of the lessons using the Lesson Evaluation Form. The observations and suggestions are best shared in conference with the candidate.

Both the Cooperating Teacher and the College Supervisor discuss the Clinical Evaluation Forms with the student teacher at the conclusion of the experience. Completed forms are returned to the Bethany Lutheran College Education Department Chair EDC and become part of the candidate's official credential/placement file.

Lesson Plan Template

Name: _____ Date: _____



BETHANY
LUTHERAN COLLEGE

Time allotted ____:____ to ____:____ (__ minutes)

Subject: _____ Grade level: _____

Topic / Title: _____ Course EDUC _____

Approved by Cooperating Teacher: _____ Portfolio # _____

Form revised 8/27/2014

A. Standards; objectives / requisite skills / learner outcomes "At the completion of this lesson, learners will be able to ..." (Use observable / measurable terms + strong verbs.)

Standard(s):

Cognitive objective(s):

Affective objective(s):

Psychomotor objective(s):

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.

Formative:

Evaluation criteria:

Summative:

Evaluation criteria:

Modifications for learners:

C. Multiple intelligences: Select one primary (p) and one secondary (s)

____ verbal linguistic	____ musical/rhythmic	____ visual/spatial
____ logical/mathematical	____ interpersonal	____ intrapersonal
____ bodily/kinesthetic	____ naturalistic	

Application in regard to content, process, products:

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

E. Materials / equipment needed: Teacher: Students:	F. Academic language demands Vocabulary: Function (verb): Syntax OR Discourse: Literacy strategy (ELA only):
G. Academic language support: How will the teacher model & students engage with language demands?	
H. Connections to research, theory, & best practices: What best practices have been incorporated into the lesson plan and what is the purpose for doing so?	
I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?	J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used?
K. Collaboration: What, if any, resources or cooperative efforts will be involved during planning and/or instruction?	
L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?	
Pacing / Time Allotted	<p><i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i></p> <p>M. Lesson planning of instructional activities & learning tasks:</p> <p>1. Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge)</p> <p>Statement of Objective (scripted):</p> <p><i>Transition:</i></p> <p>2. Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do & what students will do. Script key questions.</i></p> <p>A.</p> <p>B.</p>

C.

D.

Transition:

3. Guided Practice:

Transition:

4. Evidence of Learning: *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

Transition:

5. Closure & Independent Practice: (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

Closing Statement (scripted):

N. Evaluation & reflection of teaching / learning: *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

1. As I reflect on the lesson, to what extent were students productively engaged?

2. To what extent did the students learn what I intended? Were instructional objectives met?

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

5. To what extent did I provide closure to the lesson?

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?



Lesson Evaluation Form

Student Teacher _____ Date _____

School _____ Grades _____

Cooperating Teacher _____ College Supervisor _____

Please write the **positive aspects** of the lesson and also **suggest areas** needing improvement.
(Use the other side of this form if necessary.)

Positive Aspects of Lesson	Evaluation Area	Suggestions for Improvement
	Subject Matter	
	Learning and Human Development	
	Teaching Strategies (Planning, Classroom Management, Success in Achieving Objectives)	
	Personal Qualities That Foster Learning	

Revised 8/27/2014

BLC Clinical / Internship College Supervisor Observation Form

Student Teacher _____ Semester _____ Year _____

School / Cooperating Teacher _____ Grade level(s) _____

Education Course _____ College Supervisor _____

Note: For each observation, one copy provided to candidate and one copy submitted to Ed. Dept. Chair for candidate's licensure file.

Assessment Levels: **4** = exceeds expectation; **3** = meets expectation; **2** = developing/emerging; **1** = area of concern
N/O = Not observed; **N/A** = Not applicable

A. EDUCATIONAL PRACTICE

Assessment Level (circle one)

1. Has complete, detailed, signed lesson plan prepared	4	3	2	1	N/O	N/A
2. Has attention of the class before lesson begins	4	3	2	1	N/O	N/A
3. Uses effective anticipatory set / introduction	4	3	2	1	N/O	N/A
4. Clearly articulates objectives / learning targets	4	3	2	1	N/O	N/A
5. Aligns appropriate learning tasks to content	4	3	2	1	N/O	N/A
6. Uses effective and efficient transitions	4	3	2	1	N/O	N/A
7. Paces lessons appropriately, uses class time wisely	4	3	2	1	N/O	N/A
8. Includes appropriate, aligned assessment strategies	4	3	2	1	N/O	N/A
9. Concludes lesson with review or summary	4	3	2	1	N/O	N/A
10. Presents lesson in an organized, logical sequence	4	3	2	1	N/O	N/A

B. PRINCIPLES OF LEARNING

1. Motivates students to learn and engage with content	4	3	2	1	N/O	N/A
2. Embeds formative assessment strategies	4	3	2	1	N/O	N/A
3. Asks high level, engaging questions	4	3	2	1	N/O	N/A
4. Responds to incorrect or non-answers tactfully	4	3	2	1	N/O	N/A
5. Encourages student interaction / involvement with material	4	3	2	1	N/O	N/A
6. Reaches to varied multiple intelligences	4	3	2	1	N/O	N/A
7. Addresses misbehavior promptly and effectively	4	3	2	1	N/O	N/A
8. Models activities / language supports / assignments for class	4	3	2	1	N/O	N/A
9. Accommodates unique student needs throughout lesson	4	3	2	1	N/O	N/A
10. Provides directive feedback specific to learning targets	4	3	2	1	N/O	N/A

C. COMMUNICATION STANDARDS

1. Uses verbal and written language appropriate to grade level	4	3	2	1	N/O	N/A
2. Avoids repeated phrases and other fillers (e.g. "okay")	4	3	2	1	N/O	N/A
3. Uses strong, clear teaching voice	4	3	2	1	N/O	N/A
4. Maintains appropriate eye contact and awareness	4	3	2	1	N/O	N/A
5. Calls on a variety of children by name	4	3	2	1	N/O	N/A
6. Moves throughout the classroom with purpose	4	3	2	1	N/O	N/A
7. Avoids turning back to class, demonstrates "with-it-ness"	4	3	2	1	N/O	N/A
8. Accesses technology effectively	4	3	2	1	N/O	N/A
9. Gives clear verbal and written directions	4	3	2	1	N/O	N/A
10. Maintains positive, encouraging classroom climate	4	3	2	1	N/O	N/A

Comments: (Use reverse side if necessary.)



Clinical Evaluation Form

Course _____ Semester/Year _____ Date _____

Classroom Observation Report Completed by ☐ Cooperating Teacher

Student _____ Grade Level(s) _____ Clinical Dates: _____ to _____

School _____ City / State _____

Cooperating Teacher _____ Telephone _____

On each line record one of the following:

4 = Strong, 3 = Proficient, 2 = Developing, 1 = Unsatisfactory, N/O = Not Observed

SUBJECT MATTER

Comments

- ____ 1. Demonstrates intellectual breadth of the liberal arts
- ____ 2. Demonstrates appropriate background knowledge/content

LEARNING AND HUMAN DEVELOPMENT

Comments

- ____ 1. Considers developmental stages in planning instruction
- ____ 2. Sensitive to diverse ways of learning including differences related to culture, ethnicity, and gender
- ____ 3. Provides for individual learning abilities and learning styles

TEACHING STRATEGIES

Comments

- ____ 1. Clearly communicates ideas and concepts verbally
- ____ 2. Clearly communicates ideas and concepts in writing
- ____ 3. Engages students through a variety of teaching strategies
- a) Prepared with measurable goals and objectives
 - b) Logical presentation and appropriate pacing
 - c) Engages students in active participation
- ____ 4. Effectively uses appropriate instructional technology
- a) Chalkboard/whiteboard
 - b) Mobile / personal devices
 - c) Computer, projector, interactive board

TEACHING STRATEGIES continued**Comments**

____ 5. Applies classroom management strategies a) Nonverbal clues b) Appropriate reinforcement c) Physical space and movement d) Transitions ____ 6. Assesses, evaluates, and communicates student learning	
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PERSONAL QUALITIES THAT FOSTER LEARNING**Comments**

____ 1. Maintains positive self-image ____ 2. Respectful, concerned disposition for students/co-workers ____ 3. Enthusiastic and resourceful ____ 4. Physically and emotionally healthy ____ 5. Displays personal and professional ethics ____ 6. Follows school protocol and procedures	
---	--

Check the box that most closely describes your evaluation of the Clinical Participant:

Summary of the Clinical Experience	<input type="checkbox"/> 4. The student demonstrates a clear understanding of teaching and is ready for full-time student teaching.	<input type="checkbox"/> 3. The student understands the nature of teaching and is ready for additional clinical experience.	<input type="checkbox"/> 2. The student understands the nature of teaching and will benefit from specific support and mentoring in the clinical experience.	<input type="checkbox"/> 1. The student is at the entry level for teaching and will benefit from specific instruction and direction prior to additional clinical experience.
---	--	--	--	---

Comments

<div style="display: flex; justify-content: space-between;"> <div> _____ Signature of Classroom Supervisor </div> <div> _____ Date </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> _____ Signature of Bethany College Supervisor </div> <div> _____ Date </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> _____ Signature of Clinical Participant </div> <div> _____ Date </div> </div>	
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Clinical / Student Teaching Report of Student Performance Data

In its April 2013 draft of the requirements for teacher licensure programs, The MN Board of Teaching indicates that candidates must provide data that can be analyzed for program improvement.

Assessment of teacher candidate performance includes data about the performance of the students they teach. (Program: 8710.xxxx, Subpart 3, f., vi.) (Unit: 8710.xxxx, Subpart 3, D., 11.5)

Complete the form and subsequent report and submit a copy both to your college supervisor and to the Education Department Chair.

Whereas it is not required to provide data acquired through the pretest / post-test cycle, this is one viable option. Another would be to document formative assessment, followed by evidence that students were guided in mastering the learning targets and revising work after the candidate provided feedback.

Candidate: _____ Date Range: _____ to _____

Classroom Supervisor: _____ School: _____

Grade level(s): _____ Number of Students: _____

Course Number / Name: EDUC _____

Signatures: Candidate: _____

College Supervisor: _____

Classroom Supervisor: _____

Complete a report using MLA formatting to indicate the following. It would be difficult to fulfill these requirements in fewer than three to five double-spaced, typed pages (excluding attachments).

- 1) Introduction:
 - a) Background (e.g. content area, description of class, prior knowledge, how the focus assessment fits into the instructional plan, students with special needs, etc.);
 - b) Learning targets / standards to be assessed.
- 2) Assessment:
 - a) How the candidate assessed students' individual and group knowledge of the learning targets both prior to and after instruction;
 - b) Evaluation criteria: how the candidate knows that students have mastered the learning targets.
- 3) Data:
 - a) Table / summary of students' performance prior to and after instruction. This section will preferably include aggregated numeric data from assessments both prior to and after instruction;
 - b) Narrative summary of individual and group conclusions based on the data. The candidate describes what he/she learned from aggregating and analyzing the data.
- 4) Processing:
 - a) Reflection and next steps for instruction *based on the data* indicating what the candidate would do differently and what worked well. Avoid superficial reflections like, "I needed more time," or "I would put the students in groups," or "I will reteach." Comments must focus on *how future instruction will assist students in mastering the learning targets* for both individuals and groups based on the data.
 - b) Feedback: What type of feedback outlining both student strengths and areas for improvement the candidate provided and how it was used to guide students toward achieving the learning targets.
- 5) Appendix
 - a) Attach this cover sheet **and a copy of the assessment** to the report;
 - b) Use the rubric to self-evaluate completion of this task and attach a copy to the report.



Evaluation Rubric for Clinical / Student Teaching Report of Student Performance Data

The candidate will self-assess and provide commentary regarding her/his performance of this task using the rubric. The college supervisor will then hold a discussion with the candidate using the self-evaluation to discuss areas of strength and to set improvement goals. *Revised 8/27/2014*

A copy of this rubric must be submitted to the Education Department Chair along with the report.

Criterion	1- Emerging	2 - Proficient	3 - Exemplary
1) Introduction	a. Background information that informs assessment regarding the context, the content assessed, the planning, and/or the students is missing.	a. Background information that informs assessment about the context, the content assessed, the planning, and the students are provided.	a. Background information that informs assessment about the context, the content assessed, the planning, and the students are detailed, focused, and specific.
	b. Learning targets / standards are unclear or written without measurable content.	b. Learning targets / standards are specified and include measurable content.	b. Learning targets / standards are specified with measurable and skill / performance based content.
2) Assessment	a. The assessment does not align with measurement of the learning targets.	a. The assessment aligns with measurement of the learning targets.	a. The assessment aligns with measurement of skills / performance based learning targets.
	b. Evaluation criteria lack specificity in regard to student mastery.	b. Evaluation criteria specify how student mastery is determined.	b. Evaluation criteria specify how mastery is determined in a way students themselves can understand / access.
3) Data	a. Data summary is not aggregated and/or is unclear regarding student performance prior to and after instruction.	a. Data summary is aggregated in a way that demonstrates student performance change prior to and after instruction.	a. Data summary is aggregated numerically and/or graphically in a way that demonstrates student performance prior to and after instruction.
	b. Conclusions are unclear and/or do not reference both individual and group mastery.	b. Conclusions describe both individual and group mastery based on the data.	b. Conclusions describe detailed individual, subgroup, and whole group mastery specific to the data collected.
4) Processing	a. Reflections and next steps are vague and/or are not aligned with the learning targets and/or data collected and/or do not inform instruction.	a. Reflections and next steps are aligned with the learning targets and data in a manner that informs instruction.	a. Reflections are aligned with the data and learning targets in a manner that informs instruction with reference to both individuals and groups.
	b. Feedback is vague and/or does not align with learning targets and/or evaluation criteria.	b. Feedback is clearly aligned with learning targets and evaluation criteria.	b. Feedback is clearly aligned with learning targets and evaluation criteria and points out both student strengths and areas for improvement.
Comments:			