Intern Handbook
2012-2013

Primary Practicum Internship

Preparing Committed, Caring, and Competent Educators
Welcome to the Early Childhood Education

Primary Field Experiences!

This is an exciting time for the Early Childhood interns as they anticipate the beginning of their primary field experiences. These two experiences are Primary Practicum and Internship. They are developed in a way that will allow each intern to grow professionally over two semesters while working closely with the same mentor teacher and classroom of children for both experiences.

The mentor teacher plays a key role in allowing for the growth in pedagogical knowledge, implementation techniques, planning skills, and in many other areas critical to success as an entry year teacher. The faculty in the Early Childhood and Human Development Program greatly appreciates all the hard work and time the mentor teachers provide as they guide our interns through these critical field experiences.

Let us thank you in advance for the valuable role you play in the development of these future teachers.

Sincerely,

The ECEHD faculty
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This document was developed by Amy Mayfield and reviewed by the ECE supervisors. It is effective only during the 2012-2013 academic year.
SECTION ONE

- Early Childhood Education and Field Placement Information

- Definitions Specifically Applicable to the Early Childhood Education

- Early Childhood Education PreK-3rd Licensure Grid

- Participant Responsibilities
Background about the Early Childhood Education and Human Development Program-Prek-3rd Licensure

The Early Childhood Education and Human Development Program is a unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. Student awareness, knowledge, skills, and values are guided through course lectures and discussion, reading, research, and field experiences. The program is designed to prepare students to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of grades preK-3. By the end of their fourth year, students will earn a B.S. in Education and upon recommendation by the college, may begin their entry year.

To complete state licensure requirements, an internship in a public school classroom is required. Students must also receive a passing score on the State-mandated Praxis II tests, the Teacher Performance Assessment and in appropriate course work. Students must receive at least a C or better in all cohort class work to be considered passing. Students must also maintain a GPA of 2.8 while in the cohort. Upon successful completion of these requirements and passing the internship, candidates are eligible to receive an Ohio teaching license for grades preK-3.

Overview of the Major Field Components of the Early Childhood Education and HD Program
What follows is a brief description of the major field components in the Early Childhood Education Program.

Preschool Practicum (ECE-3012)
The preschool practicum introduces students to young children: their developmental levels, interactions, and learning styles. Students have opportunities to observe as well as share teaching responsibilities through planning and implementing activities and learning centers generated in association with methods coursework. The practicum meets five half-days per week during Fall Semester of the junior year for three credit hours.

Kindergarten Practicum (ECE-3022)
The kindergarten practicum experience provides students with opportunities to observe, share teaching responsibilities, and implement activities and lessons generated through methods coursework. Students learn to plan, prepare appropriately, and work effectively as teachers of kindergarten children. Students report to their practicum sites five half days per week during spring semester of the junior year for three credit hours.
**Primary Practicum (ECE-4010)**

The Primary Practicum experience begins with an opening school component of the field experience. Opening school portion of Primary Practicum begins when the mentor teacher returns to set up the classroom for the new school year and is the beginning of the consecutive senior year field experiences. Interns report to the building, check in at the school office and go to their assigned classroom as coordinated with the mentor teacher in approximately mid-August. This provides the intern with the opportunity to greet the students as they arrive for the new school year and set the tone that they are teachers. The opening school portion of Primary Practicum extends 5 days a week full time through the third week of Fall Semester.

This experience occurs in the Fall Semester of the senior year and connects seamlessly with Internship in spring semester. **The intern will spend all day Monday and Tuesday in the field placement classroom each week. Interns will follow this schedule (all day/full time Monday and Tuesday) from the third week of Fall Semester until the field school begins winter break.** During Fall Semester, they are expected to become aware of procedures, curriculum and standards, student needs and other important aspects of the daily classroom operation. The interns are to work closely with the mentor teacher to maximize their own personal growth and development as a classroom teacher. This will be done, in part, through reflection, teaching and evaluation within each content area, unit planning, and by following the informal assessment and reflection timeline for the mentor teacher that focuses on different aspects of the classroom. Planning of lessons must be coordinated with the mentor teacher. All lessons must be submitted in advance to the mentor teacher for approval. Interns are expected to demonstrate their commitment to the profession by being at their assigned schools and in their classroom every day, well prepared to teach. The Primary Practicum is three credit hours.

**Internship (ECE-4020)**

The Internship experience is a continuation of the field experience that began with Primary Practicum. The intern remains in the same field placement classroom during Spring Semester of the senior year. The intern reports to the classroom for the entire teaching day on the day that the school opens following winter break. This means they follow the daily schedule of their mentor teacher for the entire fourteen weeks of this placement. During this time, the intern will gradually assume the role of lead teacher. This includes the responsibilities for planning, instruction, classroom management, materials, parental communication, team meetings, building duties and committees, and any other responsibilities that would normally fall within the role of lead teacher in this setting. This experience builds on the relationships, growth and development that are acquired in the Primary Practicum. The intern is required to implement the unit that was planned in the fall during the Primary Practicum experience, teach six weeks full time which should equal thirty days, have satisfactory evaluations and dispositions, and complete all assignments as well as the Internship successfully. As in the Primary Practicum, the intern is expected to demonstrate the highest level of professionalism by fulfilling his/her responsibilities, planning in advance, and being in the classroom on time every day. The Internship is eight credit hours.
Diversity
All candidates in educator preparation programs at the University of Cincinnati have experiences with male and female P-12 students, based on their licensure program of choice, from different socioeconomic groups AND at least TWO ethnic racial groups (ethnic/racial groups for this element are those reported in the United States Census -Hispanics of any race and for non-Hispanics only: American Indians/Alaskan Aleuts; Asian, Black or African American; Native Hawaiians/Other Pacific Islands; Whites; Mixed Race). Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice.
**Definitions Specifically Applicable to the Early Childhood Education Program**

The following terms have specific meaning with respect to the Early Childhood Education Program.

**Interns** – Candidates in the final field experiences of their senior year in the program. They work directly with the same classroom teacher from the opening school portion of Primary Practicum through their Internship in Spring Semester. They have five full daytime commitments in this opening school portion, two full days of responsibility in Primary Practicum, and full day responsibility (5 days per week) in Internship. As they phase into Internship they gradually assume the responsibilities of the mentor teacher.

**Mentor Teacher** – A teacher with whom an intern or practicum student is working. Responsibilities vary but primarily include evaluating the intern, guiding him/her towards success as a teacher, and preparing the intern for his/her future as an entry year teacher.

**University Supervisor** – University of Cincinnati employees (faculty or adjuncts) assigned to work with mentor teachers and interns in the field. Responsibilities typically include serving as contact between the field schools and the University, observing and evaluating intern performance, and grading field assignments.

**Field Experiences Coordinator** – University of Cincinnati faculty member who oversees the Primary Practicum and Internship field experiences. Responsibilities typically include planning for the experiences, liaison with the field and University Supervisors, supervision, assisting with problem solving when needed, and coordinating the placements in Spring Semester.

**Program Coordinator** – University of Cincinnati faculty/staff member who heads the Early Childhood Education Program. Responsibilities include working to improve the program through planning and leadership. Will also serve as part of the problem solving process in Practicum and Internship.

**Collaborative Assessment Log (CAL)** - A reflection tool designed to open up communication between mentor teacher and intern while preparing intern for Ohio Educator Residency Licensure Program.

**Pre-Service Teacher Goal Setting Agreement (PSTGSA)** - Final reflection and goal setting document established by the intern, mentor teacher and university supervisor at the end of Internship. Intern will take this document into their entry year of teaching.

**Teacher Performance Assessment (TPA)** - A portfolio of tasks completed by pre-service teachers. The tasks include planning, engaging students in learning, analyzing student work and reflection. TPA is currently a pilot in the School of Education that all students must complete. In 2013 it will be required for Ohio licensure.
## Early Childhood Education
### Undergraduate P-3 Licensure Program

<table>
<thead>
<tr>
<th>Fall Freshman Year</th>
<th>Spring Freshman Year</th>
</tr>
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<tbody>
<tr>
<td>• EDST 1001 Introduction to Education (<em>TAG / Historical Perspectives</em>) (3)</td>
<td>• ECE 1001 Foundations of Early Care and Education w/ field experience (<em>First Year Experience</em>) (3)</td>
</tr>
<tr>
<td>• CI 1001 Educational Technology (<em>TAG/Technology and Innovation</em>) (3)</td>
<td>• SPED 1001 Individuals with Exceptionalities (<em>TAG</em>) (3)</td>
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<tr>
<td>• English 1001 (3)</td>
<td>• EDST 1002 Educational Psychology (<em>TAG/Social Science</em>) (3)</td>
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<tr>
<td>• Math (3)</td>
<td>• Science (<em>Natural Science</em>) (3)</td>
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<tr>
<td>• BOK (<em>Fine Arts</em>) (3)</td>
<td>• Elective (3)</td>
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<th>Fall Sophomore Year</th>
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<tbody>
<tr>
<td>• ECE 2000 Introductory Child Development: (<em>TAG / Social Science</em>) (3)</td>
<td>• English 2089 (reflection in ECE 2022) (3)</td>
</tr>
<tr>
<td>• ECE 2025 Families, Communities, and Schools (<em>TAG / Div &amp; Culture</em>) (3)</td>
<td>• ECE 2022 Child Guidance in Play-based Contexts (<em>Mid-collegiate experience</em>) (3)</td>
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<tr>
<td>• Math (3)</td>
<td>• Science (3)</td>
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<tr>
<td>• Science (3)</td>
<td>• Math (3)</td>
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<tr>
<td>• English or literature (from English Dept. not Humanities) (3)</td>
<td>• Elective (3)</td>
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<tr>
<th>Fall Junior Year</th>
<th>Spring Junior Year</th>
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<tbody>
<tr>
<td>• ECE 3010 Foundations of Math and Science (3)</td>
<td>• ECE 3020 Reading Through Children’s Literature (3)</td>
</tr>
<tr>
<td>• ECE 3012 Preschool Practicum (3 credits) (5 half days)</td>
<td>• ECE 3022 Kindergarten Practicum (3 credits) (5 half days)</td>
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<tr>
<td>• ECE 3016 Foundations of Creative Expressions (3)</td>
<td>• ECE 3024 Social Studies for Young Children (3)</td>
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<tr>
<td>• LSLS 3010 Foundations of Reading and Writing (3)</td>
<td>• ECE 3026 Assessment for Young Children (3)</td>
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<tr>
<td>• ECE 3014 Developmental Concerns and Family Partnerships (3)</td>
<td>• ECE 3028 Classroom Management and Learning Communities (3)</td>
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<tr>
<th>Fall Senior Year</th>
<th>Spring Senior Year</th>
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<tbody>
<tr>
<td>• ECE 4010 Primary Practicum with an Opening School Experience (3 credits) (2 full days)</td>
<td>• ECE 4020 Internship (8 credits) (full days)</td>
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<tr>
<td>• ECE 4018 Primary Math Methods (3)</td>
<td>• ECE 4022 Senior Seminar (2 credits)</td>
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<tr>
<td>• ECE 4014 Primary Science Methods (3)</td>
<td>• ECE 4024 Learning Strategies for Inclusive Classrooms in Early Childhood (3)</td>
</tr>
<tr>
<td>• ECE 4016 Primary Reading and Writing Methods (3)</td>
<td>• ECE 4026 Stories of Teaching (2 credits) (ECE Senior Capstone)</td>
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<tr>
<td>• LSLS 2001 Phonics and Word Study (1 Credit)</td>
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<tr>
<td>• LSLS 2002 Phonics in Practice in ECE and SPED (2 credits)</td>
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Instructions for Fingerprinting
For Bureau of Criminal Identification and Investigation
And Federal Bureau of Investigation Civilian Background Checks

The state of Ohio requires affirmation of the moral character and conduct of education students. Self-disclosure of criminal offenses on the Good Moral Character and Conduct Form is a requirement for admission to cohort. Once accepted into cohort, a criminal background check is a required part of the application process for field experiences and licensure. The College of Education, Criminal Justice, and Human Services (CECH), therefore, is informing you of this requirement.

As part of the field placement process, all students in the Early Childhood, Middle Childhood, Secondary, and Special Education programs must have FBI and BCI background checks and a Tuberculoses test completed during the month of June prior to each year in cohort.

Students must show their ID at the University of Cincinnati Public Safety office located in Four Edwards Center, Monday-Thursday between the hours of 7 a.m. and 6 p.m. and Friday 7 a.m. and 5 p.m. They will be asked to complete and sign a release form. There are other offices throughout the state that can process these background checks, but their use is discouraged. The UC Public Safety Office works cooperatively with the field service office and is knowledgeable about the state licensure requirements.

The cost for a BCI check (state of Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash or by personal check, made payable to University of Cincinnati or by credit card (Visa, Master Card, and Discover). Paper reports are usually available from the Public Safety office in three to five days. However, demand may be high at times and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of the student to submit paper copies of their BCI report, FBI report, and documentation of negative TB test results to the appropriate field coordinator. These copies must be submitted prior to August 1st. Failure to turn in these required documents may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all these documents to present to the school(s) and for your personal records.

When requesting your BCI & FBI reports, students entering their final year of field placements must indicate to have the reports sent electronically to the Ohio Department of Education. Please notify the employee in the Public Safety Office if you will be applying for Ohio licensure within the next 12 months. Completing this form properly will eliminate the need to apply for another set of background check reports when applying for licensure.
Licensure Council Background Check Review Policy and Procedures
CECH School of Education BCI & FBI Review Policy and Procedures

All licensure candidates working in field placements (of any length or purpose) involving children or youth, must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) *prior* to entering a school setting. The appropriate field coordinator must have the following documents before a candidate may enter a school site: (a) Candidate Field Experience or Internship Application Form, (b) a photocopy of a current BCI Report, (c) a photocopy of a current FBI Report, and (d) a photocopy of a current TB Report.

The Licensure Council serves as a “screening committee” to examine BCI and FBI reports that note a conviction, guilty plea or no contest plea. The Licensure Council, made up of representatives from each licensure program, using information gained from an outside assessment of criminal activity (FBI and BCI Reports), follows the same system used by the Ohio Department of Education for licensure approval.

- If the BCI and FBI reports reveal no convictions, guilty pleas or no contest pleas, the licensure candidate has passed the BCI and FBI criteria for field placement or internship approval.
- If a candidate submits either a BCI or FBI report with evidence of convictions, guilty pleas or no contest pleas, the Licensure Council will use the screening process provided by the Administrator of Investigations at the Ohio Department of Education described below to determine whether the candidate meets the criteria for field placement approval.

Three-Tiered Screening Process:

**First Screen: (Conviction/guilty plea/no contest plea results in no approval for field placement)**

A district cannot employ and the state board cannot issue an initial teaching license to any applicant if an applicant has been convicted of, found guilty of, pled guilty to, or pled no contest to any offenses as listed in First Screen for Initial Licensure and Initial Employment (Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 3-5). Therefore, any candidate who has been convicted of, found guilty of, pled guilty to or pled no contest to any of the offenses listed in the “first screen” shall not be approved for a field placement.
Second Screen: (Conviction/guilty plea/no contest results in approval for field placement if all rehabilitation criteria are met)

Conviction of, found guilty of, a guilty plea, or a no contest plea to any one of the offenses listed in The Second Screen for Initial Licensure and Initial Employment (See Standards doc., p. 5-7) disqualifies the applicant for initial licensure or employment unless the applicant meets the rehabilitation criteria listed in OAC 3301-20-01. All rehabilitation criteria must be met by an applicant to be eligible for initial licensure and employment, therefore all rehabilitation criteria must be met before any field placement can be approved.

Third Screen: (Rehabilitation Criteria)

Rehabilitation criteria can be found in the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 8 (See Standards doc.). All rehabilitation criteria must be met by an applicant to be eligible for initial licensure and employment, therefore all rehabilitation criteria must be met before any field placement can be approved. Written evidence of rehabilitation is provided via completion of the “Third Screen” of the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01. If an answer to the rehabilitation criteria is “no”, the applicant has not demonstrated sufficient evidence and will not be approved for a field placement. (When seeking employment, a district still maintains the discretion whether to offer employment to an applicant who has met the required rehabilitation criteria.)

The Licensure Council encourages candidates to hire lawyers to have the noted offense removed from the BCI or FBI record.

Candidates approved to enter field sites are required to disclose to the field placement school administrators that he or she has a BCI or FBI with a noted conviction, guilty plea or no contest plea. The field coordinator for the candidate’s program should be consulted about the disclosure process. Failure to disclose will constitute a failure to meet this requirement and make the candidate ineligible to participate in the field placement.

Please be aware that a school district may be unwilling to place a candidate with a BCI or FBI report with a noted conviction, guilty plea or no contest plea. In addition, this may be a barrier for obtaining a job as a licensed teacher.
Student Placements

Each teacher education program provides on-site contact with schools and social agencies. These experiences are intended to give candidates the professional point of view and practical understanding that is essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring candidates of relevant opportunities for observation and participation. All placements are made by the Field Placement Coordinator for each program. Candidates may not attempt to coordinate their own placements, nor may they attempt to change their assignment with another candidate. Each candidate must be placed in a variety of settings in order to provide them with differing experiences that address grade level, licensure area, content area, and diversity. Candidates need to be aware that field placements will involve travel to different areas of the region in order to meet these requirements.

All teacher education preparation programs in the college require candidates to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youths (of any length or purpose), must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation, prior to entering a school setting. All documents are submitted to the appropriate Licensure Program Field Coordinator. We have a commitment to the schools to send them candidates with approved reports (See Background Check information section).

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may terminate the candidate’s association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the program coordinator in consultation with the field placement coordinator.

All university personnel and students are guests in school sites. The host school personnel may request/require removal of a candidate in a field clinical/Internship. A university licensure program may terminate a candidate’s participation in a field experience or student teaching internship. Licensure program faculty must carry out any termination in a planned manner. Prior to termination, candidates, school-biased mentors and university-based supervisors are encouraged to engage in a problem-solving process and develop and action plan. Placement termination may result in termination from the Professional Cohort and/or have the consequence of graduation without licensure.
Candidates’ Responsibility to Inform Supervisors of Problems

Professional liability insurance is provided for all candidates. It is in effect for all university sanctioned activities. Teacher candidates are required to maintain contact with their university supervisors on a regular basis. Contact should include communication and documentation required by each program. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

Registration

Students must register for appropriate courses, including field placement courses, each semester before reporting to their assigned placement. Only students registered in field placement courses are covered by liability insurance. For Fall Semester courses that means students must be registered by August 1 as placements often begin in mid-August.

School of Education Social Media Statement

Please be aware of photos, comments, or group memberships on Facebook or other internet sites that could be embarrassing to the school or employer in which you are to be placed may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students' parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at Facebook pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times. Granting access to any Pre-K – 12 students to your personal social media pages is not advisable in any instance. Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in cohort and in your student teaching placements may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.
Participant Responsibilities

Though every classroom situation is different, these experiences and tasks are a reasonable expectation of what interns are to accomplish. It is the responsibility of both the intern and the mentor teacher to be certain that the expectations in this section are met. If you have any questions, please do not hesitate to contact your ECE University Supervisor.

Mentor Teacher Responsibilities

- Participate in mentor teacher and intern orientation in August.
- Familiarize intern to the school.
- Conduct formal and informal observations and assessments.
- Meet regularly with intern to provide constructive feedback and suggestions.
- Conference weekly and complete Collaborative Assessment Logs.
- Conference at the end of Internship to complete Pre-Service Teacher Goal Setting Agreement.
- Work with university supervisor to coordinate conferences, observation times, and other necessary meetings.
- Prepare midterm and final comprehensive evaluations, individual lesson observation evaluations, and Candidate Dispositions Progress Forms by the due dates. The evaluations should always be discussed with the intern and signed.
- Participate in the annual survey related to U.C. programs and the mentor teacher experience.
- Display a commitment to the dispositions described by the University of Cincinnati Educator Preparation Unit.
- Deal with any problems with the intern’s performance in accordance to policy and in a timely manner.
- Ensure the intern has had a variety of experiences with students, including small groups, individual work, team teaching, etc.
- Create a workspace for the intern, establish a schedule, and familiarize intern with all classroom policies and procedures.
- Review all curriculum and units the intern will be expected to teach.
- Assist in the intern’s planning of a unit (TPA Task #1) to be implemented in the Spring Semester.
- Assist intern in video tapping of unit lesson implementation for TPA task #2.
- Communicate with the university supervisor regarding the intern’s professionalism, teaching, lesson quality, communication skills and other related issues.
- Verify intern’s record of attendance.
- Contribute to the development of an action plan for interns who need to improve their practice (this may cover a wide range of concerns). Documentation of concerns in writing is necessary.
- Show flexibility within the role and responsibilities of mentor teacher to allow for individual strengths and styles to develop within the intern.
- Complete all electronic forms at www.cech.uc.edu/oaci.

General Intern Responsibilities

- Attend mentor teacher and intern orientation in August.
- Provide field school a copy of current TB test report.
- Provide field school a copy of current Background Criminal Check (BCI) and FBI check.
- Conduct yourself in an appropriate and responsible manner.
- Read and become familiar with the Intern Handbook and comply with all deadlines given.
- Participate in program sponsored learning opportunities held in conjunction with these professional experiences.
- Be responsible for keeping university supervisor apprised of progress or issues in field experiences.
- Be present at field placement except in the death of an immediate family member (mother, father, brother, sister, or grandparent) or serious personal illness.
- Notify mentor teacher and university supervisor if you will be absent. All lesson plans and materials you are responsible for during your absence must be completed and given to the mentor teacher before the start of school on the day(s) of your absence. Upon your return to your placement, you must complete an absence form and provide medical documentation for your illness or other evidence if needed.
- Report on time for all school duties and functions.
- Provide factual information regarding any factors or special needs that may affect field assignment or expected performance.
- Read and discuss the field school handbook contents with mentor teacher. Adhere to rules applicable to students and staff in the assigned school.
- Review with mentor teacher the appropriate forms for evaluation of intern teaching and the accompanying rubrics.
- Follow the field school dress code and dress professionally.
- Follow the field school daily work schedule for teachers including the holiday and in-service schedules. Participate all the way through to the field school’s holiday/winter break in December (maintain all day Mondays & Tuesdays and 4 hours Thursdays) and begin again in January when the school’s winter break ends. Continue the Internship until the last day of U.C.’s winter semester exam week.
- Work cooperatively and effectively with mentor teacher, school staff, team members, and parents in planning and providing for the needs of the students.
- Become familiar with the community and cultures served by the field school.
- Request and accept suggestions from supervisor and mentor teacher.
- Participate in parent conferences when mentor teacher considers it appropriate.
- Plan and teach lessons in all 4 content areas: math, language arts, social studies and science.
- Assist with group activities and field trips (NOTE: Never assume full responsibility for the students alone. A school staff member should always accompany you. No intern should drive a vehicle transporting students to school functions, or be left responsible for students off campus).
- Attend all professional meetings, such as staff meetings, in-service, team meetings, etc.
- Set an example for students in the matter of dress and etiquette.
- Maintain an Internship Notebook and attendance log for university supervisor to review.
- Complete all 4 tasks for the Teacher Performance Assessment (TPA) and submit them electronically
- Conference weekly and complete Collaborative Assessment Logs.
- Conference at the end of Internship to complete Pre-Service Teacher Goal Setting Agreement.
- Provide his/her own transportation to and from the field school.
- Under no circumstances discuss his or her students outside of the school.
- If a problem arises, assume responsibility for discussing the matter with your mentor teacher. If the issue cannot be resolved between the intern and teacher, contact the university supervisor.
- Complete all assignments required in the syllabi and turn them in to your university supervisor on time.
- Maintain at least a GPA of 2.8.
- Log communication/interaction with parents.
- Log time at field placement.
- Log building level participation.
- Complete all electronic forms at www.cech.uc.edu/oaci.

**Field School Responsibilities**

- Provide the intern with the appropriate orientation to the school, personnel, policies, and procedures.
- Accept the intern as a participant in the overall school program and activities as appropriate.
- Provide time for weekly supervision meetings between the mentor teacher and intern.
- Support the mentor teacher in attendance at required orientation, training, placement, and other related meetings.
- The administration should support the evaluation process. Evaluation is an ongoing part of the placement experience, and formal evaluations are involved in both teaching and dispositions. The mentor teacher, intern and university supervisor should all participate in the assessment process.

**University Supervisor Responsibilities**

- Monitor intern progress in placement.
- Make regular contacts with the intern and mentor teacher as required.
- Evaluate all written assignments pertaining to all the semester syllabi.
- Assign a final grade and submit the grade at the end of the semester to Primary Field Coordinator.
- Have at least five contacts with the intern/mentor teacher each semester; two of these will be formal observations.
- Guide interns in the completion of TPA task #2-4.
- Attend Pre-Service Teacher Goal Setting Agreement conference in winter semester.
- Document all school visits and contacts.
- If problems arise, address them and work to solve them with the intern and mentor teacher.
- Participate in the orientation of interns and mentor teachers.
- Become acquainted with educational programs and personnel at the placements.
- Be a positive role model and provide support for mentor teachers and interns.
- Evaluate intern’s performance and provide written and oral feedback twice a semester and then as necessary.
- Communicate with mentor teacher about the intern’s progress.
- Confer with interns who are at risk/ dealing with professional challenges.
- Work with the mentor teacher and intern to achieve a positive working relationship.
- Serve as a university contact for the field school and mentor teacher.
- Complete all electronic forms at www.cech.uc.edu/oaci.
SECTION TWO

- Primary Practicum
- Internship
Primary Practicum Experience – Fall Semester

Opening school portion of Primary Practicum:

Primary Practicum will begin around mid-August with an opening school portion of this field experiences when the field school mentors return to set up their classrooms for the New Year. The intern is in the field school full time five days a week from the time the field school returns for the New Year through the second week of Fall Semester. The intern then begins the part time practicum portion of Primary Practicum on Monday, September 10, 2012. The intern is in the field school all day Monday and Tuesday with cohort courses during the other week days for the remainder of the semester.

As you enter the classroom at the beginning of the year, you will discover that schools and classrooms are complex environments. To prepare yourself to have the best experience possible it will be helpful for you to observe things included on the opening school activities sheet (Activities to Enhance the Opening of School, ECE 1). You should check off items as you become familiar with them then place the sheet in the Opening School section of your Internship Notebook.

The second document that you will need to complete is an Internship Plan (ECE 2). This is a way for you to provide your university supervisor the information needed to plan visits and other contacts with you. It includes phone numbers, email address, and classroom schedule for your placement along with other information. This form is also in the forms section of the Intern Handbook.

In addition to completing these documents, you must begin to assemble your Internship Notebook. This must always be available in your field placement classroom for your supervisor to see. It should be organized by week and by field experience. The contents during Opening School should be: Activities to Enhance the Opening School Experience (ECE 1), your Opening School reflections (see syllabus for topics), time sheets (ECE 3), documentation of parent letter and log of other parent communication (ECE 11), and other evidence of your professional growth through in-services (ECE 10) and building level participation (ECE 12).

- Create a letter to send home to parents introducing yourself.
- Provide copies of your BCI/FBI/TB to the school/district office.
- Have a school ID badge made at the district offices if required.
- Work with your mentor teacher in preparing the room for school.
- Provide assistance to your mentor teacher in lesson plan development, organization, and construction of materials.
- Work on class activities with students in one-on-one situations, small groups, and large groups.
• Team-teach lessons (if appropriate and approved by your mentor teacher).
• Observe and participate (if appropriate) when students go to special classes (art, music, P.E., resource room, special education).
• Complete all reflections, assignments, and organize your Internship Notebook.

**Opening School portion of Primary Practicum Evaluation Criteria**

The intern will be evaluated on his/her participation, professionalism, completion of assignments, and the knowledge gained about his/her field placement as demonstrated in the assignments. A rubric for evaluating an intern’s progress in the opening school portion of Primary Practicum is provided below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participant, professional behavior</td>
<td>Consistent attendance</td>
<td>Unexcused absences</td>
</tr>
<tr>
<td></td>
<td>Active participant</td>
<td>Passive observation</td>
</tr>
<tr>
<td></td>
<td>Offers to help teacher</td>
<td>Indicating an unwillingness to complete an assigned task</td>
</tr>
<tr>
<td></td>
<td>Performs activities as requested</td>
<td>Lack of professional dress/behavior</td>
</tr>
<tr>
<td></td>
<td>Professional in appearance and behavior</td>
<td></td>
</tr>
<tr>
<td>Feedback from mentor teacher (orally/in writing to Univ. Sup.)</td>
<td>Satisfactory overall evaluation</td>
<td>Unsatisfactory evaluation</td>
</tr>
<tr>
<td>Written forms and documents</td>
<td>Responds adequately on all tasks</td>
<td>Fails to respond to all parts on all tasks</td>
</tr>
<tr>
<td></td>
<td>Received by supervisor on time</td>
<td>Received late by supervisor</td>
</tr>
<tr>
<td></td>
<td>Free of grammatical, mechanical, and spelling errors</td>
<td>More than three grammatical, mechanical, or spelling errors</td>
</tr>
</tbody>
</table>

**Primary Practicum:**

Read, review, and discuss the school district’s adopted curriculum (i.e. Promotion Standards, Graded Course of Study, Pacing Documents, Portfolio Requirements, etc). Become familiar with the school focus, policies and procedures, and classroom policies and procedures.

Review the syllabus (on Blackboard and in Intern Handbook). Intern Handbook, reflection timeline and other information pertinent to this experience with your mentor teacher.

Work with your mentor teacher to plan a math unit that is at least five days long. **This is to be planned for implementation during Spring Semester.** This math unit will be planned in conjunction with the first task of TPA which is your planning task. It will be a focus in your math methods course and Primary Practicum in Fall Semester. Make sure you discuss the year’s curriculum with your mentor teacher to decide on the math content of your unit early in Fall Semester. **It will need to be math content that will be covered during your Spring Internship since this is when you will implement the unit and video tape yourself teaching.**

Continue to assemble your Internship Notebook, keep a time sheet (see the forms section of the ECE Handbook – ECE 3), and write bi-weekly reflections and review them with your mentor teacher. Request **written** feedback on your reflections from your mentor teacher.
Complete bi-weekly Collaborative Assessment Logs (CAL) while conferencing with your mentor. Be sure to highlight or circle the Ohio Standards for the Teaching Profession you are addressing on the CAL.

Work with your mentor teacher to plan and teach at least one whole group lesson during each week of Primary Practicum (starting third week of the Fall Semester) using the school districts adopted curriculum (Promotion Standards, Graded Course of Study, or Pacing Documents). All lesson plans must be written in the full ECE lesson plan format that is outlined in the syllabi section of the Intern Handbook. The plans must reflect prior learning and experiences, and assessment must provide evidence for future instruction based on analysis of the students’ work. The lesson plan must be shared and discussed with the mentor teacher prior to teaching. All lesson plans are due to your mentor teacher on the Friday prior to the week of implementation. The lesson plan, for which your university supervisor evaluates you, must be sent by email, or placed in his/her mailbox (his/her choice) at least 3 days prior to the planned observation. You are also expected to phase into teaching more of the instructional day as the Fall Semester progresses. This should be done through instruction using the teacher’s plans for the week. The timing for this additional teaching should be planned between the intern and mentor teacher. The goal for Fall Semester is for the intern to be exposed to teaching all content areas, and be responsible for instructing half the day by the end of the semester. Throughout the semester, your planning and teaching should provide varied experiences in all content areas. This will allow you to be prepared to take over the role of lead teacher in spring semester.

Along with teaching whole group lessons, continue to work with your mentor teacher to develop and implement lessons for individual children and small groups that will provide enrichment and remediation. The mentor and intern should use a team approach to planning and teaching whenever possible. The team approach should be utilized to positively benefit the students’ academic achievement.

Discuss the classroom management plan that the mentor teacher uses. Make yourself very familiar with it so you are able to incorporate this plan as you are teaching. Find out what rules, signals, expectations, consequences, etc., are in place in the classroom. Familiarize yourself with the procedures for movement and transition in the classroom. When appropriate, discuss with your mentor teacher ideas you may have to modify these procedures in ways that fit your own teaching style.

Read, review, and discuss the grading procedures and become familiar with all the instruments used to record and report student progress, such as daily checklists, class newsletters, parent notes, etc. Discuss parent conference techniques and procedures. Participate in parent teacher conferences, if they do not conflict with your UC courses.

Work with the classroom teacher to maintain and update the classroom environment.
Participate in the creating of materials, interactive/display bulletin boards, room arrangement, etc.
Communicate with all team members and other staff members including specialists (Resource Teacher, Art, Music, P.E., etc.).
Become familiar with and begin to use the available technology, such as tape recorders, Smartboard, VCRs, computers, video cameras, digital cameras, scanners, etc.

Actively participate in the practicum experience full time Monday, full time Tuesday. This part time portion of Primary Practicum begins on Monday September 10, 2012.

Follow the calendar of your field school and report to your placement until the field school breaks for the winter holidays. You will continue to follow the all day Monday and Tuesday schedule during the weeks that follow UC exam week.

Be successfully evaluated by your mentor teacher while teaching four individual lessons in each content area (literacy, math, science, social studies). Also, be successfully evaluated by your university supervisor while teaching two lessons.

Reflection Timeline – (Primary Practicum Experience)
During the Primary Practicum in fall semester, mentor teachers and interns will follow the timeline below to assist in the professional growth of the intern. Every other week they will focus on the topic in the timeline. This timeline will be a guide for what the informal assessment will, in part, focus on during the weeks of the fall semester. All intern bi-weekly reflections should have a section written about the area of focus for that week. The reflection should also address what activities/responsibilities in which the intern participated. The intern should address what went well and areas for improvement. The reflection should also show how the intern will improve the weak areas. Mentor teachers should write reply comments each week on the student’s reflections and discuss them. There is a sample of the Fall Semester reflection in the Intern Handbook.

Collaborative Assessment Logs (CALS)
Complete a Collaborative Assessment Log bi-weekly on the weeks when you do not have a written reflection and topic (see timeline below). You will need to meet and conference with your mentor to complete the CALs. Be sure to schedule time on the weeks when these are to be completed.

Reflection/Collaborative Assessment Log Timeline
This timeline outlines the two forms of reflection the mentor teacher and intern will use to assist in the growth and development of the intern during the Primary Practicum.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>- Setting Expectations and Teaching Procedures (typed reflection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>-Collaborative Assessment Log</td>
</tr>
</tbody>
</table>
Week 3 - Planning Lesson Goals and Aligning Assessment: Curriculum Mapping in preparation for unit (typed reflection)

Week 4 - Collaborative Assessment Log

Week 5 - Intern Management Strategies and Developing Rapport (typed reflection)

Week 6 - Collaborative Assessment Log

Week 7 - Planning for Diversity and Adaptations (typed reflection)

Week 8 - Collaborative Assessment Log

Week 9 - Implementation Procedures; Pacing the Lesson (typed reflection)

Week 10 - Collaborative Assessment Log

Week 11 - Using Assessments to Set Goals and Meet the Needs of All Students

Week 12 - Collaborative Assessment Log

Week 13 - Challenging and Extending Student Thinking-Planning for Students

Week 14 - No CAL/reflection-use this time to plan with your mentor for Internship

**Formal Assessment - Primary Practicum-Autumn Semester**

During this experience, the intern will have **four individual lesson observations** (one in each content area: literacy, math, social studies, science) completed by his/her mentor teacher. If the option is available, it is desirable to have other grade level team members also participate in these lesson evaluations. The form for individual lesson observations (ECE 6) can be found in the forms section of this handbook. The mentor teacher will also electronically complete [www.cech.uc.edu/oaci](http://www.cech.uc.edu/oaci) and submit a final comprehensive evaluation (form ECE 5) and final Candidate Dispositions Progress Report Form (form ECE 4). The mentor will save the evaluations and dispositions on the computer, so that a paper copy can be printed of each. After the intern and mentor teacher have reviewed and **signed** all paper copies of dispositions and comprehensive evaluation documents, the originals should be turned into the university supervisor on time. Interns should make a copy for their records. Individual lesson observation evaluations, done by the mentor teacher, should be placed in your Internship Notebook for your supervisor to review.

The university supervisor will complete two formal observation evaluations during this semester also.

In addition to the placement evaluations there are additional assignments that are explained in the syllabus and will be due to the university supervisor by their respective dates.

**Primary Practicum Evaluation Criteria**

Receive ratings of at least “two” and satisfactory for all items on your Final Comprehensive Evaluation and Candidate Dispositions Progress Report from your mentor teacher at the end of the Primary Practicum Experience. If an intern receives any unsatisfactory ratings or “ones” on their final evaluation documents, an action plan will be implemented. If an intern receives “one” ratings on an individual lesson observation, it is up to the discretion of the university supervisor and mentor teacher to decide if an action plan is needed. All final evaluation documents,
observation reports, and assignments must demonstrate success in the Primary Practicum Experience in order to move on into winter semester Internship.

**Semester Grading**

Students must successfully complete Primary Practicum and Internship sequentially in order to pass both senior year field experiences. Primary Practicum passing grades will be assigned at the end of spring semester and when the intern has demonstrated successful completion of Internship. If an intern is not successful in one of these field experiences, he/she will be removed from the field, may not graduate and will not be recommended for licensure.
Internship Experience – Spring Semester

Follow the timeline that follows and begin to assume all the duties of the lead teacher. Gradually take on full responsibility for all planning and implementation during your teaching time. Teach and plan as lead teacher for at least six weeks equal to thirty days total. The mentor teacher should approve all lessons. **All lesson plans that will be formally observed by your mentor teacher or university supervisor must be typed in the full ECE lesson plan format included in the syllabi section, and given or sent to him/her at least 3 days prior to the evaluation.** All other daily planning must be done on the lesson plan template also included in the syllabi section of this handbook. This template is meant to provide a brief overview of the lessons you will teach and is not intended to be as detailed as a comprehensive lesson plan. They typically should not be more than 1 page in length. The intern should not use the mentor teacher’s plan book for lesson planning.

As you plan, incorporate your mentor as an assistant or team teacher in your planning. The goal is to provide the best instruction for the students in your class, and two teachers provide more opportunity to meet all the needs of your students. Look at this time of lead teaching as a reversal of teaching roles. In the fall you assisted your mentor, now, plan to have your mentor assist you when appropriate. Co-teaching is a vital skill to master.

Implement and become familiar with a variety of instructional techniques (direct instruction, cooperative learning, hands-on activities, etc.). Utilize a variety of assessment techniques and tools in your planning. In your planning, schedule the time to implement your unit.

Complete the Teacher Performances Assessment tasks 2, 3 and 4. Task #2 is when you will video tape yourself engaged in instruction while implementing your math unit (lessons from TPA task #1). You will then complete task 3 which asks you to analyze the students work from the lessons. Task 4 is a reflection. All TPA tasks and prompts are posted on the Internship Blackboard site.

Familiarize yourself with all upcoming standardized tests (Proficiency Tests, Ohio Achievement Tests, Terra Nova, Stanford Achievement Tests, diagnostic tests, etc.).

Assume responsibility for all management in the classroom during your teaching and transition time.

Handle all necessary parent communications associated with your teaching time after first conferring with your mentor teacher.

Continue to communicate with all staff members, and assume all other school duties of the mentor teacher. Participate in all team meetings, staff meetings, and building wide in-services.

Complete weekly Collaborative Assessment Logs (CALS) with your mentor teacher.

Be successfully evaluated by your mentor teacher while teaching one individual lesson within your unit implementation. Also, be successfully evaluated by your university supervisor while teaching two lessons.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan and Implement Half Day Instruction (Interns return when the field school returns after winter break)</td>
</tr>
<tr>
<td>2</td>
<td>Add Planning and Teaching Responsibility For One More Content Area</td>
</tr>
<tr>
<td>3</td>
<td>Continue Planning and Instruction Same As Previous Week</td>
</tr>
<tr>
<td>4</td>
<td>Take On Responsibility For Full Day Instruction and All Lead Teacher Responsibility</td>
</tr>
<tr>
<td>5</td>
<td>Continue Full Day Responsibility</td>
</tr>
<tr>
<td>6</td>
<td>Continue Full Day Responsibility</td>
</tr>
<tr>
<td>7</td>
<td>Continue Full Day Responsibility</td>
</tr>
<tr>
<td>8</td>
<td>Continue Full Day Responsibility</td>
</tr>
<tr>
<td>9</td>
<td>Continue Full Day Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>Reduce Planning and Teaching By One Content Area</td>
</tr>
<tr>
<td>11</td>
<td>Reduce Planning and Teaching To Half Day</td>
</tr>
<tr>
<td>12</td>
<td>UC Spring Break-Interns Off</td>
</tr>
<tr>
<td>13</td>
<td>Reduce Planning and Implementation To Half Day</td>
</tr>
<tr>
<td>14</td>
<td>Reduce Planning and Implementation To Half Day</td>
</tr>
<tr>
<td>15</td>
<td>Plan and Implement One Content Area</td>
</tr>
<tr>
<td>16</td>
<td>Assist your mentor</td>
</tr>
</tbody>
</table>

**Formal Assessment - Internship-Spring Semester**

During this experience, the intern will have at least one individual lesson observation completed by the mentor teacher. It must be an evaluation that is completed based on a lesson, which is implemented during the unit planned by the intern. The mentor teacher will also electronically complete (www.cech.uc.edu/oaci) and submit a comprehensive midterm evaluation (ECE 5), comprehensive final evaluation (ECE 5) and final Candidate Dispositions Progress Report Form (ECE 4). The mentor will save the evaluations and dispositions on the computer, so that a paper copy can be printed of each. After the intern and mentor teacher have reviewed and signed all evaluation documents the original paper copies should be turned into the university supervisor on time. Interns should make a copy for their records.
The university supervisor will complete two formal observation evaluations during this semester also, unless more are needed. Your supervisor will attend a final Goal Setting Agreement conference.

In addition to the placement evaluations there are additional assignments that are explained in the syllabus and will be due to the university supervisor by their respective dates.

**Internship Evaluation Criteria**
Receive ratings of at least “two” and a satisfactory for all items on your comprehensive midterm and final evaluations and the final Candidate Dispositions completed by your mentor teacher. If an intern receives any unsatisfactory ratings or “ones” on their midterm evaluation document, an action plan will be implemented. If an intern receives “one” ratings on an individual lesson observation, it is up to the discretion of the university supervisor and mentor teacher to decide if an action plan is needed. All midterm and final evaluation documents, as well as assignments and observations reports, must demonstrate success in the Internship Experience in order to pass all three consecutive field experiences.

**Semester Grading**
Students must successfully complete Primary Practicum and Internship sequentially in order to pass both senior year field experiences. Primary Practicum passing grades will be assigned at the end of spring semester and when the intern has demonstrated successful completion of Internship. If an intern is not successful in one of these three field experiences, he/she will be removed from the field, may not graduate and will not be recommended for licensure.
SECTION THREE

➢ Intervention and Problem Solving

➢ Attendance Policy and Procedures

➢ Early Childhood Education Faculty
**Intervention and Problem Solving**

Communication is the key among the participants in these field experiences. It is vital that any issues, concerns, or differences be solved immediately. The most important part of making the partnership between the school classroom and the university flow smoothly is if all people involved are open and professional. The following guidelines will help to ensure the interns receive the proper guidance and support. These procedures may be initiated by the mentor teacher, university supervisor, or intern if the need arises.

Procedures to Follow When Issues Arise During Primary Practicum/Internship

1) A meeting between the intern and the mentor teacher will occur so that specific issues can be discussed. The intern will be given a specified timetable to make the changes or will share with the mentor his/her concerns. The IDEAL problem-solving model is recommended as a way to open communication and deal with concerns in the early stages prior to contacting the university supervisor. It is described below. A worksheet to help with solving problems using the IDEAL model can be found in the forms section (ECE 7).

**IDEAL Model of Problem Solving/Decision-Making - Bransford & Stein**

The components of the problem-solving model are represented by the acronym IDEAL. Each letter stands for an aspect of thinking that is important for problem solving.

- **I** *IDENTIFY PROBLEM* – Problem identification is often the most important step. This step is to identify the existence of a problem. This might be the unknown, the difficulty, or dilemma. A common reason for failure to identify problems is that people do not stop to think about the possibility of improving various situations. They may take unpleasant situations or dilemmas for granted. An example might be a teacher who recognizes that a group of students are not trying at all.

- **D** *DEFINE PROBLEM* – There is a difference between problem identification and definition. Persons can agree on existence of a problem, but disagree on the way the problem is solved. How the problem is defined will determine what alternatives are considered for the solution. In the above example, one teacher might define the problem as the students are lazy; another that the students probably are learning disabled; and still another as the students probably are exhibiting learned helplessness. In each case, the problem is defined as a concept. This definition will lead to a difference in the solution chosen. Where there is a large amount of information about a problem, it is necessary to use aids such as diagrams or charts to keep track of information.

- **E** *EXPLORING ALTERNATIVES* – This is creating alternative solutions. Experienced problem solvers take a careful, systematic, approach. They break complex problems into simpler ones. They may work backwards. This is a good strategy when the goal of a problem is clear but the beginning is not. Another strategy used by good problem solvers is to work out a complex or abstract problem by focusing on a simple, specific situation first. The most important approach to exploring alternatives is to have a strong conceptual grasp of the area of the problem.
A. **ACT ON THE PLAN** – Accomplish the goals stated in the meeting between intern and mentor teacher within the given time period.

L. **LOOK AT EFFECTS** – Act on the alternatives and look to see what works. This means evaluate strategies. Were they adequate? Did the student improve? Conference to evaluate an intern’s success in meeting the goals stated the in first plan.

2) If the mentor teacher and the intern are not able to resolve the issues, then a meeting must take place with the university supervisor. Present at this meeting must be the mentor teacher, intern and the supervisor. During this meeting the participants will develop a formal plan of action (in the forms section of the Intern Handbook – ECE 8). This Action Plan will provide a specific timetable by which the intern must adhere to when making the changes that are necessary. Each party must accept responsibility for his/her role in the action plan, acknowledge what is said in the meeting, and sign the action plan.

   A. A formal letter is then written by the university supervisor. Content of the letter should include the following
      1) Name of intern
      2) Name of mentor teacher and school
      3) Name and signature of university supervisor
      4) A description of the concern(s)
      5) An overview of the plan of action and timetable
      6) Date of next meeting/contact to discuss progress in the identified areas

Copies of the letter are given to the intern, mentor teacher, Field Experiences Coordinator, and Program Coordinator of ECE. Included with the copies for the Field Experiences Coordinator and Program Coordinator should be a copy of the signed action plan.

   B. By receiving the above letter the student will be placed on probation in the field experience. Probation is defined as a formal warning for a student, which means there are professional, performance, or behavioral concerns, and satisfactory progress is not being made at this time. The timeline and goals of the action plan must be met if the candidate is to progress in cohort coursework and field experiences. If the action plan is successful then the intern will receive a letter from the supervisor stating the intern has been taken off probation. When an intern is placed on probation, he/she has the option of writing a rejoinder to accompany the letter that is placed in his/her file.

If the issues are not resolved (after the previous steps), another meeting between the intern, university supervisor, and mentor teacher will occur. The field coordinator, and/or the program coordinator will participate in this meeting if necessary or hold a separate meeting with the intern. The participants will discuss the action plan and decide if modifications can be made. Then, a second action plan can be implemented under a strict timetable. A third action plan should **only** be implemented if student progress is deemed possible and the intern has shown great effort to succeed on the previous action plans. If no further steps can be taken, the program coordinator will meet with the intern to address the intern’s current situation with regards to the process of licensure and their future in the field experience and Early Childhood Program. After this meeting the mentor teacher will be notified of what the plan of action is.
Factors Contributing to lack of success in Opening School/Primary Practicum/Internship

(This is not an all-inclusive list of factors, just a sampling of causes for failure.)

The failure to:

- Demonstrate acceptable oral language skills
- Demonstrate acceptable written skills
- Implement developmentally appropriate student activities
- Implement appropriate teaching strategies
- Demonstrate a broad range of general content
- Demonstrate an acceptable level of specific content
- Effectively organize content
- Effectively organize materials
- Maintain punctuality in meeting responsibilities
- Act on suggestions provided by mentor teacher or supervisor
- Demonstrate appropriate interpersonal skills
- Demonstrate acceptable ethical behavior
- Meet the requirements of an action plan
- Meet and/or comply with requirements of the EC Program, program faculty and supervisors, and/or field school professionals with regard to the Internship
- To follow the University of Cincinnati Code of Conduct during Internship
- To be on time and in the placement everyday of Internship

There may be the need to contact the university supervisor if the concerns are serious enough to skip step one in the guidelines above and move directly to step two.

**The mentor teacher and intern should feel comfortable contacting the university supervisor at any time with questions or concerns.**

Termination from the Field

If an intern is terminated from the field or does not receive a passing grade, a Dispositions Progress Report may be completed by the university supervisor/mentor and placed in the intern’s file in Student Services Center. A copy of this form should also be placed in the Field Experiences Coordinator’s file in the ECE office. This report shall recommend further placement options, if any. In rare situations, an intern may be offered an opportunity to repeat a professional experience after demonstrating that he or she has addressed the concerns leading to the original field termination or failure. Under no circumstances may an intern retake any portion of the field sequence more than once. Placement termination may result in termination from the Professional Cohort and/or have the consequence of graduation without licensure.

Professional experiences and coursework are co-requisites. If an intern does not pass a course with a C or better, maintain a GPA of 2.8, is not successful in Primary Practicum and Internship, is removed from the field experience at the request of the field school, or chooses to withdraw from either the field experiences or the coursework, he/she must also withdraw from all other courses. If the conclusion is reached that the intern does not demonstrate minimal performance standards related to skills or dispositions, the intern will be advised of options available. Appeals of any action that the intern perceives as adverse will be processed according to University policy.

In addition, the intern must:

- Return all student work, grade book, books, manuals, and all school materials to the mentor teacher
- Bring closure with mentor teacher and children
- Contact the field experiences coordinator and program chair
Attendance Policy and Procedures

Interns are expected to be in their placement classroom on time every day. In the event of serious personal illness or a death in the immediate family (mother, father, brother, sister, or grandparent) the intern must call the mentor teacher and university supervisor to make them aware of the reason for the absence. It is the responsibility of the intern to make sure all lesson plans and materials that he/she would be responsible for on the day(s) of the absence are in the field school classroom before the start of the school day, so the mentor teacher is able to teach the entire day’s lessons. If no materials or manuals need to be delivered to the mentor teacher it is acceptable to email the daily lesson plans to the mentor teacher’s school email address. The interns must make sure they have this email address and all other contact information in case of emergency.

To prevent any problems that might arise due to an emergency absence, all lesson plans must be approved by the mentor teacher by Friday of the week prior to their implementation. This will allow for both the intern and the teacher to understand what is being planned and taught in case one is absent the following week.

The intern must also complete an Early Childhood Absentee Form (see the forms section of the Intern Handbook – ECE 9) to explain in writing the reason for the absence. The intern and mentor teacher must sign this document. They should both keep copies for their records and send the original to the university supervisor. Along with this absentee form the university supervisor may require other verification of the intern’s absence such as a doctor’s note.

All absences must be made up. If you miss contact time with the children, you will need to make up this face to face time with the children even if it means extending your experience.

**At no time may the intern be left alone in the classroom, extracurricular activities, playground duty, or any other supervisory responsibilities. Legal constraints require the presence of a district-approved substitute in the classroom and with the class at all times.
## Early Childhood Education Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Boat, Ph.D.</td>
<td>556-3817</td>
<td><a href="mailto:mary.boat@uc.edu">mary.boat@uc.edu</a></td>
</tr>
<tr>
<td>Emilie Camp, Ph.D.</td>
<td>556-0388</td>
<td><a href="mailto:campee@ucmail.uc.edu">campee@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Vicki Carr, Ed.D.</td>
<td>556-3805</td>
<td><a href="mailto:victoria.carr@uc.edu">victoria.carr@uc.edu</a></td>
</tr>
<tr>
<td>Peg Elgas, Ph.D.</td>
<td>556-3815</td>
<td><a href="mailto:peg.elgas@uc.edu">peg.elgas@uc.edu</a></td>
</tr>
<tr>
<td>Darwin Henderson, Ed.D.</td>
<td>556-0198</td>
<td><a href="mailto:darwin.henderson@uc.edu">darwin.henderson@uc.edu</a></td>
</tr>
<tr>
<td>Lee, Jonathan, Ph.D.</td>
<td>556-0493</td>
<td></td>
</tr>
<tr>
<td>Michael Malone, Ph.D.</td>
<td>556-3833</td>
<td><a href="mailto:d.michael.malone@uc.edu">d.michael.malone@uc.edu</a></td>
</tr>
<tr>
<td><strong>Amy Mayfield, M.Ed., Field Exp. Coordinator</strong></td>
<td><strong>556-0275</strong></td>
<td><strong><a href="mailto:amy.mayfield@uc.edu">amy.mayfield@uc.edu</a></strong></td>
</tr>
<tr>
<td>Ellen Lynch, Ed.D.</td>
<td>556-1621</td>
<td><a href="mailto:ellen.lynch@uc.edu">ellen.lynch@uc.edu</a></td>
</tr>
<tr>
<td>Sally Moomaw, Ed.D.</td>
<td>556-4414</td>
<td><a href="mailto:sally.moomaw@uc.edu">sally.moomaw@uc.edu</a></td>
</tr>
<tr>
<td>Cheryl Deardorff, Secretary</td>
<td>556-3801</td>
<td><a href="mailto:deardod@ucmail.uc.edu">deardod@ucmail.uc.edu</a></td>
</tr>
</tbody>
</table>

## Early Childhood Education Adjunct Faculty

<table>
<thead>
<tr>
<th>Adjunct Faculty</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominick Ciolino, M. Ed.</td>
<td>225-9581</td>
<td><a href="mailto:ciolindw@ucmail.uc.edu">ciolindw@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Rick Castelluccio, Ed. D.</td>
<td>503-9660</td>
<td><a href="mailto:castelrd@ucmail.uc.edu">castelrd@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Beth Kouche, M. Ed.</td>
<td>556-3889</td>
<td><a href="mailto:kouchebh@ucmail.uc.edu">kouchebh@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Julie Walson, M. Ed.</td>
<td></td>
<td><a href="mailto:schaefjc@ucmail.uc.edu">schaefjc@ucmail.uc.edu</a></td>
</tr>
</tbody>
</table>
SECTION FOUR

Early Childhood Education Forms
INTERN HANDBOOK FORMS SECTION

In this section of the Handbook you will find the master copies of the forms required for intern assignments and mentor teacher evaluations. Also included are other forms that may be necessary during Primary Practicum and Internship field experiences. **Remember, these are master copies.** Be sure to print a copy of each form when you are ready to complete it.

The forms follow in the order of how they are numbered in the Intern Handbook (e.g., ECE 1-12).

Forms ECE 4 and ECE 5, provided here, are paper copies of the documents mentors need to complete electronically. The electronic versions are found at this website ([www.cech.uc.edu/oaci](http://www.cech.uc.edu/oaci)). The paper, master copies are included in the Intern Handbook in case a problem occurs with the electronic submission process.
Activities to Enhance the Opening of School  ECE 1

Check off each number and write helpful reminders as you familiarize yourself with each item below. Then, place this document in your Internship Notebook in the Opening of School section.

1. Introduction of intern to school personnel.
2. Orientation of intern to the school building.
   - Lunch room
   - Duplication equipment
   - Audio-visual materials
   - Supplementary materials
   - Custodian headquarters
   - School office
   - Student exits/entrances
   - Faculty parking
   - Faculty lounge and restroom
   - School library
   - Fire exits
3. Orientation of the intern to homeroom facilities and routine classroom procedures.
   - Attendance taking procedures
   - Class quiet signals
   - Show and tell
   - Collecting money
   - Distributing/gathering materials
   - Student mailboxes
   - Lunch count procedures
   - Calling on pupils
   - Restroom and hall pass procedures
   - Daily schedules for content areas and specials
   - Student dismissal and bus duty
   - Fire, tornado, earthquake drills
   - Lost and found items
   - Center time/schedules
4. Review requirements for opening school, practicum, and internship.
5. Discuss written lesson plan requirements and format.
6. Read over district grade level standards and begin to learn the curriculum mapping so the unit planning can begin.
7. Cooperatively determine observation and teaching schedules.
8. Provide the intern with a copy of building and district policy and procedures.
9. Acquaint intern with instructional programs:
   - Textbooks and supplemental materials
   - Grading system
   - Teacher forms and documentation of students progress
   - Centers
   - Field trips
   - Supplemental programs for gifted or special needs students
10. Discuss plans for:
    - Assemblies
    - Playground and other teacher duties
    - Dress code
    - Parent communication
    - Discipline policies and procedures for handling issues
    - Parties or other special events
11. Discuss health and emergency concerns and how to handle these and who can assist (i.e. nurse, psychologist).
Internship Plan

Intern Name_________________________ Home/cell Phone_________________________

Intern Emergency Contact: Name_________________Cell_________________________

UC Email (only!!)__________________________ School Phone_________________________

School _________________________ Mentor Teacher_________________________

Mentor Teacher Email______________________________

Grade Level_________Room Number ________Principal________________________

Mentor Teacher start time_______ end time ___________

Holiday/field trip/assembly/in-service schedule (as known at this time).

Classroom schedule for each day of the week (interns may provide a computerized copy stapled to this document if available). Please be clear about the schedule for special classes. Your supervisor needs a detailed schedule of when you teach different content areas to plan observations. Be specific about the times of each content area in your schedule.
# Practicum Time Sheet  
**ECE 3**

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN</th>
<th>OUT</th>
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* Make copies of this time sheet before using. Begin a new time sheet each month. You will need to turn in all your time sheets to your supervisor at the end of winter semester.

* Keep your time sheet in your Internship Notebook so your mentor teacher and university supervisor can see it.

* At the end of each of the field experiences, have your mentor teacher sign below.

* Your signature below signifies that all information is accurate and correct.

Signature of Student: __________________________ Date: _______________

Signature of Mentor Teacher: __________________________ Date: _______________

---

*AEM/ECEHD 2012-13 Updated 20120417*
Candidate Dispositions Progress Report Form  (ECE 4)

The following items are included on the Dispositions Progress Report and will be assessed at the end of each semester’s experience.

1. Use of appropriate oral communication (proper grammar, no slang, etc.)
2. Use of appropriate written communication (proper spelling and grammar, etc.)
3. Appropriate appearance (follows building code, professional)
4. Promptness and dependability (arrives on time, completes duties, etc.)
5. Exhibits professional working relationship with mentor teacher (allows time for meeting and planning, is courteous, etc.)
6. Works well with children individually (effective one-on-one)
7. Works well with children in small groups
8. Works well with whole class (able to present lesson/activity to whole class)
9. Takes a positive approach to discipline (makes an attempt to correct behavior)
10. Begins to identify his/her own strengths and areas that need help (demonstrates reflection, ability to identify what is going right and what isn’t)
11. Follows through on suggestions for improvement (takes constructive criticism, able to take suggestions without becoming defensive and upset, etc.)
12. Takes the initiative to participate (offers ideas and activities to present to groups or whole class)
13. Prepares for classroom responsibilities (lesson plans accurate and complete, materials available and organized, etc.)
14. Contributes to the learning environment (brings in materials, puts up bulletin boards or displays, etc.)
15. Can identify professional personnel and the roles they play in the school (principal, assistant principal, visiting teacher, school counselor, school psychologist, librarian, media specialist, other)
16. Has begun collecting materials that relate to all activities completed during field experiences that relate to teaching and learning.
Candidate Dispositions Progress Report  ECE 4

Candidate’s Name: __________________________ Program __________________________

Name of Individual Completing Report: ____________________________________________

Please indicate position:  □ Faculty -Instructor □ University Supervisor
□ Mentor □ Other ________________________

If completed in Field Experience, School ______________ Grade ______________

Content area________

If completed during coursework, course name: __________________________________________

Signature of Individual Completing Form: ______________________________ Date________________

Signature of Candidate: ______________________________ Date________________

Candidate’s signature only indicates that he/she has reviewed the Report and does not imply agreement.

Circle the rating that best reflects the candidate’s level of performance.

1. The Candidate demonstrates professional behavior in attendance. The Candidate:

   has perfect attendance record
   is rarely absent
   is sometimes absent
   is absent frequently.

2. The Candidate demonstrates professional behavior by being punctual. The Candidate is:

   never late
   almost always on time
   usually/on time
   frequently late.

3. The Candidate demonstrates initiative. The Candidate:

   consistently generates ideas and implements plans independently
   often generates ideas and implements plans independently.
   sometimes generates ideas and implements plans independently
   seldom generates ideas and implements plans independently.

4. The Candidate is responsible. The Candidate:

   consistently attends to assigned tasks or duties on schedule without prompting.
   usually attends to assigned tasks or duties on schedules without prompting
   sometimes attends to assigned tasks or duties on schedule without prompting
   seldom attends to assigned tasks or duties on schedule without prompting.
5. The Candidate is responsive to constructive feedback/supervision. The Candidate:
   consistently accepts suggestions and feedback and adjusts performance accordingly
   usually accepts suggestions and feedback and adjusts performance accordingly
   at times accepts suggestions and feedback and adjusts performance accordingly.
   unreceptive to feedback and reacts defensively

6. The Candidate has rapport with students/peers/others. The Candidate:
   consistently seeks opportunities to work with students/peers/others and relates easily and positively
   usually seeks opportunities to work with students/peers/others and relates easily and positively
   at times seeks opportunities to work with students/peers/others and relates easily and positively
   at times hesitates to work with students/peers/others

7. The Candidate is committed to high ethical and professional standards. Regarding each of the following statements about the Candidate, please indicate yes, no or unable to judge:

   Yes   No   Unable to judge
   □ □ □ a) Maintains high ethical and professional standards (e.g. respecting confidentiality)
   □ □ □ b) The Candidate cites program policies and professional practices and responds appropriately.
   □ □ □ c) The Candidate maintains a professional appearance.

8. The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process. Evidence the Candidate possesses this disposition:
   is consistently evident
   is usually evident
   is sometimes evident
   is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

9. The Candidate is willing to work with other professionals to improve the overall learning environment for students. Evidence the Candidate possesses this disposition:
   is consistently evident
   is usually evident
   is sometimes evident
   is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition
Content Knowledge and Its Organization for Learning

10. The Candidate appreciates that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the "knower.” Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

11. The Candidate is dedicated to teaching the subject matter and to keeping informed and is competent in the discipline and its pedagogy. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

12. In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

Creating an Environment for Student Learning

13. The Candidate is committed to the expression and use of democratic values in the classroom. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition
14. The Candidate takes responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

15. The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

16. The Candidate believes that all children can learn and persists in helping every student achieve success. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

17. The candidate values all students for their potential as people and helps them learn to value each other. Evidence the Candidate possesses this disposition:
   - is consistently evident
   - is usually evident
   - is sometimes evident
   - is inconsistent with, or contrary to, this disposition
   I am unable to judge the Candidate’s possession of this disposition

Please identify any other skills, behaviors, and/or knowledge that enhance this Candidate's successful progress.

Please identify any other skills, behaviors, and/or knowledge that interfere with this Candidate's successful progress.

Identify actions/recommendations that you have already taken/made with this Candidate (include conference dates).
Early Childhood Rubric for Individual Lesson Evaluation and Comprehensive Evaluation

The rubric that follows is to be used in conjunction with the individual lesson evaluation tool (ECE 6) and the comprehensive evaluation tool (ECE 5). The comprehensive evaluation is used for the comprehensive midterm and finals. The individual lesson evaluation tool is only to be used when observing and rating a single lesson in a content area or unit implementation. During fall semester the mentor teacher will evaluate four individual lessons, one in each content area. In the winter semester the mentor teacher will evaluate at least one lesson taught during the unit implementation. The comprehensive evaluation tool is to evaluate the intern’s progress over a longer period of time during which the intern’s performance has been observed. Both of these evaluation tools are based on the Ohio Standards for the Teaching Profession and the NAEYC Standards. Therefore, the rubric also relates to these standards and should be used as an assessment guide with both evaluation tools.
## Rubrics for Intern Evaluation Forms - Individual and Comprehensive

<table>
<thead>
<tr>
<th>Planning for Students' Learning* (OSTP 1,3,4)</th>
<th>Indicator Met</th>
<th>Indicator Partially Met</th>
<th>Indicator Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using knowledge about students' learning in planning lessons (NAEYC 1, 4, 5)</td>
<td>Demonstrates detailed prior knowledge of students' content/skills/interests; uses this knowledge to plan for groups of students and individual students using age appropriate characteristics. Demonstrates detailed understanding of content/skills being taught.</td>
<td>Demonstrates general prior knowledge of students' content/skills/interests; uses this knowledge to plan for whole group using age appropriate characteristics. Demonstrates basic content/skill knowledge.</td>
<td>Demonstrates partial or no prior knowledge of students' content/skills/interests; does not show evidence of use of knowledge or age appropriate characteristics in planning.</td>
</tr>
<tr>
<td>Articulating standards and objectives (Grade Level Indicators, GLI's)</td>
<td>Articulates standards and objectives (GLI's) that are aligned to instructional activities designed to engage students in meaningful learning with high expectations. A purpose for the lesson is clearly stated.</td>
<td>Articulates standards and objectives (GLI's) that are aligned to instructional activities but may not challenge all students to their full potential. A purpose for the lesson is stated.</td>
<td>Articulates standards and objectives (GLI's) that are not aligned, or a purpose for the lesson is not stated. Instructional activities are not appropriate for the ability level of students.</td>
</tr>
<tr>
<td>Adaptation/intervention (NAEYC 1, 4)</td>
<td>Demonstrates detailed knowledge of gifted/disability/at risk students in order to plan for appropriate intervention strategies.</td>
<td>Demonstrates general knowledge of gifted/disability/at risk students in order to plan for appropriate intervention strategies.</td>
<td>Demonstrates no knowledge of gifted/disability/at risk students in order to plan for appropriate intervention strategies.</td>
</tr>
<tr>
<td>Accommodating diversity (NAEYC 2)</td>
<td>Clearly demonstrates familiarity and sensitivity to the cultural backgrounds and diversity of students individually and as a group. Makes specific suggestions for instructional activities and/or strategies that involve families/communities/make connections to daily lives.</td>
<td>Demonstrates familiarity and sensitivity to the cultural backgrounds and diversity of students as a group. Makes general suggestions for instructional activities and/or strategies that involve families/communities/make connections to daily lives.</td>
<td>Demonstrates little knowledge of cultural background experiences or diversity of the students.</td>
</tr>
<tr>
<td>Assessment strategies (NAEYC 3)</td>
<td>Aligns assessment with objectives (GLI's) and provides clear assessment criteria as evidence of student learning. Provides evidence of assessment for groups of students and for individual students. Involves students in self-assessment and communication process as appropriate. Anticipates re-teaching strategies based on assessment results.</td>
<td>Aligns assessment with objectives (GLI's) and provides clear assessment criteria for the whole group. Involves students in self-assessment and communication process as appropriate. Anticipates re-teaching strategies based on assessment results.</td>
<td>Assessment is not aligned with the objectives (GLI's), or no assessment criteria has been developed.</td>
</tr>
</tbody>
</table>

*Assessed using the intern's typed comprehensive lesson plan.

OSTP-Ohio Standards for the Teaching Profession
NAEYC-National Association for the Education of Young Children
<table>
<thead>
<tr>
<th>Indicator Met</th>
<th>Indicator Partially Met</th>
<th>Indicator Not Met</th>
</tr>
</thead>
</table>
| **Creating an environment for learning (OSTP 5)**

**Establishing, monitoring, and responding to students' behavior (NAEYC 1)**

Establishes clear standards for conduct; monitors student behavior with no loss of time on task; responds to students’ behaviors in ways that are preventive, appropriate and respectful of the students and of their individual needs. Maintains an environment that is conducive to learning for all students.

Establishes clear standards of conduct; teacher monitors student behavior with some loss of time on task; responds to student misbehavior with success. Maintains an environment that is conducive to learning for all students.

Establishes unclear standards which are not consistently enforced; monitors student behavior with considerable loss of time on task; responds to misbehavior with partial or no success. Environment is not conducive to learning.

**Promoting fairness (NAEYC 1)**

Facilitates and maintains fair classroom interactions between teacher and students, and students to students; interactions with all students are consistently respectful, supportive and caring.

Facilitates and maintains fair classroom interactions between teacher and students; interactions with all students are generally respectful, supportive and caring.

Interactions between teacher and student or between students are generally fair but inconsistencies are evident.

**Teacher-student rapport (NAEYC 1)**

Exemplifies respect, caring, warmth and support toward all students; encourages similar behaviors among students.

Exemplifies respect, caring, warmth and support toward most students.

Teacher rapport with certain students is inappropriate or demonstrates conflict.

**Communicating learning expectations (NAEYC 1)**

Conveys both implicitly and explicitly to students an attitude that school is a place for learning and that all students can achieve; encourages and supports students in productively working toward meeting the standards while taking responsibility for their own learning and behavior.

Conveys explicitly to students an attitude that school is a place for learning and that all students can achieve;

Conveys inconsistent expectations for student achievement.

**Managing a safe physical setting (NAEYC 1)**

Organizes a physical setting that is safe, attractive, accessible and stimulates learning; establishes effective routines and procedures for managing students; makes use of the physical space to facilitate different learning experiences.

Organizes a physical setting that is safe, attractive and stimulates learning; establishes routines and procedures for managing students.

Organizes a physical setting that does not stimulate learning or is not safe; routines and procedures are not established for managing students.

OSTP-Ohio Standards for the Teaching Profession

NAEYC-National Association for the Education of Young Children
<table>
<thead>
<tr>
<th>Indicator Met</th>
<th>Indicator Partially Met</th>
<th>Indicator Not Met</th>
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<tbody>
<tr>
<td><strong>Communicating standards-based objectives and instructional procedures</strong></td>
<td>Clearly communicates objectives, instructional procedures and assessments to students orally and in writing.</td>
<td>Clearly communicates objectives, instructional procedures and assessments to students orally.</td>
</tr>
<tr>
<td><strong>Deliver effective instruction (NAEYC 4, 5)</strong></td>
<td>Shows clearly defined or recognizable structure and sequence to content in the lesson, unit and/or discipline; designs learning activities that engage students in meaningful learning with high expectations; meets students’ individual needs by using a variety of instructional strategies to effectively teach content and skills. Effectively uses resources/technology.</td>
<td>Shows structure to content in the lesson, unit and/or discipline; engages most students in meaningful learning. Uses instructional strategies to effectively teach content/skills. Uses resources/technology.</td>
</tr>
<tr>
<td><strong>Developing students' thinking (NAEYC 4, 5)</strong></td>
<td>Creates situations that encourage and develop students’ ability to think independently, creatively, and critically about the content being taught using activities such as problem solving, application, integration of skills learned and making meaningful connections to real life experiences.</td>
<td>Creates situations that encourage students’ ability to think independently about the content being taught making meaningful connections to real life experiences.</td>
</tr>
<tr>
<td><strong>Monitoring students' understanding and providing feedback</strong></td>
<td>Provides timely and consistent feedback of high quality throughout lesson to groups of students and/or to individual students; makes adjustments as needed to instructional plans and responds to students’ interests and questions.</td>
<td>Provides general feedback throughout the lesson to groups of students and/or to individual students. Makes adjustments as needed to instructional plans.</td>
</tr>
<tr>
<td><strong>Using instructional time</strong></td>
<td>Pacing is appropriate to keep all students consistently on task for the entire lesson; no instructional time is lost during instruction.</td>
<td>Pacing is appropriate to keep most students on task for the entire lesson; some instructional time is lost during instruction.</td>
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OSTP-Ohio Standards for the Teaching Profession
NAEYC-National Association for the Education of Young Children
<table>
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<tr>
<th>Professionalism * (OSTP 6,7)</th>
<th>Indicator Met</th>
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<tr>
<td>Reflecting on teaching (NAEYC 4, 6)</td>
<td>Reflects specifically on lesson, citing its strengths and weaknesses and making specific suggestions about how it might be improved in relation to learning goals. Reflections provide specific evidence of a positive impact on teaching and student achievement.</td>
<td>Reflects generally on lesson's strengths and weaknesses in relation to learning goals. Reflections provide general evidence of a positive impact on teaching and student achievement.</td>
<td>Reflects inaccurately by identifying strengths and weaknesses of the lesson in relation to learning goals, or reflections are not completed in a timely manner.</td>
</tr>
<tr>
<td>Demonstrating efficacy (NAEYC 1)</td>
<td>Demonstrates resourcefulness and persistence in responding to the learning difficulties of groups of students and/or individual students; encourages and supports students in working toward meeting or exceeding Content Standards.</td>
<td>Demonstrates some strategies that could be implemented to help students or groups of students with learning difficulties.</td>
<td>Demonstrates no strategies to help students with learning difficulties.</td>
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<tr>
<td>Building professional relationships with colleagues (NAEYC 6)</td>
<td>Collaborates and contributes to the profession by sharing new ideas and insight with colleagues to increase success, address concerns, locate resources or plan activities.</td>
<td>Participates with colleagues to increase success, address concerns, locate resources or plan activities.</td>
<td>Demonstrates minimal or no attempt to communicate with colleagues on instructional issues.</td>
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<tr>
<td>Communicating students' progress to parents and guardians (NAEYC 2, 3)</td>
<td>Communicates/collaborates frequently and sensitively with families through a variety of ways, by providing information about the child's academic and social progress.</td>
<td>Communicates occasionally with families, by providing information about the child's academic and social progress.</td>
<td>No clear evidence of parental communication.</td>
</tr>
<tr>
<td>Responsible for professional growth and performance (NAEYC 6)</td>
<td>Participates in professional development opportunities. Understands and follows professional ethics, policies, legal codes.</td>
<td>Usually participates in professional development opportunities. Understands and follows professional ethics, policies, legal codes.</td>
<td>Does not participate in professional development. Violates professional ethics, policies, legal codes. Demonstrates potentially illegal behavior or activities.</td>
</tr>
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*Assessed using the internship notebook, lesson observation, discussion with intern and mentor teacher, and/or other documented evidence.

OSTP-Ohio Standards for the Teaching Profession
NAEYC-National Association for the Education of Young Children
Early Childhood Education Candidate Comprehensive Evaluation ECE 5

This evaluation must be completed electronically in MS Word. Save the document, complete it, and then e-mail the document as an attachment to Karen.Schmidt@uc.edu.

First, the document should be Saved As: Candidate Name Month Day Year (i.e., Bauer 07 01 08). Complete the new Word document/form. Enter responses by clicking and then typing in the shaded areas. Open-ended responses have no character limitations. Click in a box to “check” that box.

For each item on the following pages, review the statement and supporting standards (in bold). Rate the candidate based on their progress over the semester. Responses which are labeled as “1” indicate a failure to demonstrate the skill or disposition. Responses which are labeled as “2” indicate that the intern is demonstrating that skill or disposition in a satisfactory manner. Statements listed at level “3” indicate that the student is demonstrating a particular strength or level of achievement. Please refer to the accompanying rubrics in the Internship Handbook. Click to check the box next to the appropriate rating for each statement/standard.

Once the form has been completed, close and save the document. E-mail the document as an attachment to Karen.Schmidt@uc.edu with “ECE Candidate Comprehensive Evaluation” as the subject.

Candidate: Site: Date:

Candidate Cohort Campus: ☐ Clermont ☐ Uptown
Field Experience Type: ☐ Primary Practicum ☐ Internship
Comprehensive Evaluation: ☐ Midterm ☐ Final

List all dates observed during the semester and the nature of the contacts.

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<th>Dates Observed</th>
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Description of the setting:

Summary Statement:

This evaluation has been reviewed by the candidate, mentor, and university supervisor. Enter names and dates as verification.

Candidate: Date:
Mentor: Date:
University Supervisor: Date:

OSTP-Ohio Standards for the Teaching Profession
NAEYC-National Association for the Education of Young Children

AEM/ECEHD 2012-13 Updated 20120417
Planning for Students’ Learning (OSTP 1, 3, 4)

The candidate is familiar with relevant student prior knowledge.
NAEYC 1-Promoting Child Development and Learning.

☐ 1 Demonstrates little or no familiarity with prior knowledge/background
☐ 2 Some understanding; can explain how to gain prior knowledge/background
☐ 3 Demonstrates detailed understanding of prior knowledge/background and uses this to plan for learning

Comments:

The candidate articulates clear, appropriate learning objectives.
NAEYC 4-Using Developmentally Effective Approaches to Connect with Children and Families.
NAEYC 5-Using Content Knowledge to Build Meaningful Curriculum.

☐ 1 Unable to articulate appropriate learning objectives
☐ 2 Articulates general learning objectives aligned to appropriate instructional strategies
☐ 3 Well-articulated learning objectives that engage students in meaningful learning with instructional strategies that promotes high expectations

Comments:

The candidate understands the place of current content to that learned previously and that to be learned in the future.
NAEYC 5-Using Content Knowledge to Build Meaningful Curriculum.

☐ 1 Unclear understanding of content/skills being taught
☐ 2 Demonstrates basic understanding of content/skills being taught/Articulates short term learning goals
☐ 3 Demonstrates detailed understanding of content/skills being taught/Articulates long term learning goals

Comments:

The candidate selects and uses methods, materials, and strategies appropriate to the students and aligned with goals.
NAEYC 4-Using Developmentally Effective Approaches to Connect with Children and Families.
NAEYC 5-Using Content Knowledge to Build Meaningful Curriculum.

☐ 1 Demonstrates no evidence of need to accommodate individual learning needs
☐ 2 Demonstrates general knowledge of learning needs and plans accordingly
☐ 3 Demonstrates detailed knowledge of individual learning needs and plans accordingly

Comments:
The candidate uses evaluation/assessment strategies that are appropriate and aligned with objectives. 
NAEYC 3-Observing, Documenting, and Assessing to Support Young Children and Families.

☐ 1. Lack of systematic, aligned assessment
☐ 2. Aligns assessment with objectives, provides assessment criteria for students as a group
☐ 3. Aligns assessment with objectives, provides clear assessment criteria for groups and individuals/use assessment in future planning

Comments:

Creating an Environment for Learning (OSTP 5)

The candidate creates and maintains a fair climate.
NAEYC 1-Promoting Child Development and Learning.

☐ 1. Interactions between teacher and students are generally fair but inconsistencies are evident
☐ 2. Maintains fair classroom interactions between teacher and students
☐ 3. Facilitates and maintains fair classroom interactions between teacher–students/students-students

Comments:

The candidate establishes and maintains rapport.
NAEYC 1 Promoting Child Development and Learning.

☐ 1. Rapport has not been established
☐ 2. Rapport is established and maintained
☐ 3. Rapport is established and maintained; encourages similar behavior among students

Comments:

The candidate communicates challenging learning expectations.
NAEYC 1-Promoting Child Development and Learning.
NAEYC 5-Using Content Knowledge to Build Meaningful Curriculum.

☐ 1. Communicates inconsistent expectations for student achievement
☐ 2. Communicates challenging learning expectations
☐ 3. Communicates challenging learning expectations and promotes self-advocacy

Comments:

The candidate establishes consistent behavior standards.
NAEYC 1- Promoting Child Development and Learning.

☐ 1. Establishes inconsistent behavioral standards; environment not conducive to learning
☐ 2. Establishes consistent behavioral standards; some time off task occurs yet environment is mostly conducive to learning.
☐ 3. Establishes clear, consistent behavioral standards; responds to behaviors in ways that are preventive, respectful, and appropriate; environment is conducive to learning

Comments:
The classroom is a safe environment, conducive to learning.
NAEYC 1- Promoting Child Development and Learning.

☐ 1. Classroom is unsafe and unpredictable; routines/procedures not established
☐ 2. Classroom is safe, attractive and stimulates learning; routines/procedures established
☐ 3. Classroom is safe, attractive and stimulates learning; routines/procedures established; makes use of space to facilitate different learning experiences

Comments:

Teaching for Students’ Learning (OSTP 2, 4)

The candidate makes learning goals and procedures clear to students.
NAEYC 4- Using Developmentally Effective Approaches to Connect with Children and Families.

☐ 1. Objectives, procedures, assessment unclear; students are unaware of what they are to do
☐ 2. Objectives, procedures, assessment clearly communicated orally; little/no student confusion
☐ 3. Objectives, procedures, assessment clearly communicated orally and in writing; no confusion

Comments:

The candidate makes content understandable.
NAEYC 5- Using Content Knowledge to Build Meaningful Curriculum.

☐ 1. Lesson content is lacking in coherence, does not engage students, no evidence of effective instructional strategies/resources/technology
☐ 2. Shows structure and clarity to lesson content; uses effective instructional strategies/resources/technology to engage students in meaningful learning
☐ 3. Shows clearly defined structure, clarity and sequence to lesson content; uses effective and differentiated instructional strategies/resources/technology to engage students in meaningful learning

Comments:

The candidate encourages students to extend their thinking.
NAEYC 4-Using Developmentally Effective Approaches to Connect with Children and Families.
NAEYC 5-Using Content Knowledge to Build Meaningful Curriculum.

☐ 1. Inconsistently encourages students’ ability to think independently/extend their thinking
☐ 2. Encourages students to extend their thinking, be independent, and make real life connections
☐ 3. Encourages students to creatively, critically, independently extend their thinking, and make real life connections

Comments:
The candidate provides feedback to students to support their learning and adjusts activities as necessary. NAEYC 4- Using Developmentally Effective Approaches to Connect with Children and Families.

☐ 1 Candidate does not utilize systematic assessment nor provide students with feedback
☐ 2 Candidate provides feedback and appropriate assessment
☐ 3 Candidate provides feedback, uses appropriate assessment, and differentiates instruction accordingly

Comments:

The candidate uses instructional time effectively. NAEYC 4- Using Developmentally Effective Approaches to Connect with Children and Families.

☐ 1 Pacing is not appropriate for students; students off task; considerable lost instructional time
☐ 2 Pacing is appropriate for most students; students on task for entire lesson; minimal lost instructional time
☐ 3 Pacing is appropriate to keep all students consistently on task; no lost instructional time

Comments:

Professionalism (OSTP 6, 7)

The candidate reflects on students’ development and personal growth. NAEYC 1- Promoting Child Development and Learning.

☐ 1 Reflections fail to review students’ neither development nor comment on personal strengths/weakness
☐ 2 Reflects generally on students’ development and personal strengths/weaknesses/ways to improve
☐ 3 Reflects on students’ development and provides specific evidence of positive impact on teaching and student achievement; cites personal strengths, weaknesses and actively problem solves

Comments:

The candidate demonstrates a sense of efficacy. NAEYC 6-Becoming a Professional.

☐ 1 Candidate demonstrates low levels of confidence, competence, and integrity
☐ 2 Candidate demonstrates developing sense of efficacy
☐ 3 Candidate demonstrates sense of efficacy

Comments:
The candidate has professional relationships with colleagues.
NAEYC6-Becoming a Professional.

1. Makes no attempt to interact with colleagues or is inappropriate in communications
2. Participates with colleagues to increase student success/address concerns/plan activities/etc.
3. Collaborates and communicates with colleagues by sharing new ideas and insights to increase student success/address concerns/plan activities/etc.

Comments:

The candidate communicates with parents or guardians about students’ learning.
NAEYC 2-Building Family and Community Relationships.
NAEYC 3-Observing, Documenting, and Assessing to Support Young Children and Families.

1. Provides no evidence, or provides evidence of inadequate or inappropriate communication
2. Provides evidence of communication with parents or guardians
3. Provides evidence of active engagement with parents or guardians in the education of their children

Comments:

Please check to ensure that one box is checked for each question.

Electronically submit/E-mail the document as an attachment to Karen.Schmidt@uc.edu
### NAEYC Standards

<table>
<thead>
<tr>
<th><strong>Standard 1. Promoting Child Development and Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.</td>
</tr>
<tr>
<td><strong>Key elements of Standard 1</strong></td>
</tr>
<tr>
<td><strong>1a:</strong> Knowing and understanding young children’s characteristics and needs</td>
</tr>
<tr>
<td><strong>1b:</strong> Knowing and understanding the multiple influences on development and learning</td>
</tr>
<tr>
<td><strong>1c:</strong> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard 2. Building Family and Community Relationships</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.</td>
</tr>
<tr>
<td><strong>Key elements of Standard 2</strong></td>
</tr>
<tr>
<td><strong>2a:</strong> Knowing about and understanding diverse family and community characteristics</td>
</tr>
<tr>
<td><strong>2b:</strong> Supporting and engaging families and communities through respectful, reciprocal relationships</td>
</tr>
<tr>
<td><strong>2c:</strong> Involving families and communities in their children’s development and learning</td>
</tr>
</tbody>
</table>
### Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**Key elements of Standard 3**

**3a:** Understanding the goals, benefits, and uses of assessment  
**3b:** Knowing about assessment partnerships with families and with professional colleagues  
**3c:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  
**3d:** Understanding and practicing responsible assessment to promote positive outcomes for each child.

### Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Key elements of Standard 4**

**4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children  
**4b:** Knowing and understanding effective strategies and tools for early education  
**4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches  
**4d:** Reflecting on their own practice to promote positive outcomes for each child
### Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

<table>
<thead>
<tr>
<th>Key elements of Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5a:</strong> Understanding content knowledge and resources in academic disciplines</td>
</tr>
<tr>
<td><strong>5b:</strong> Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</td>
</tr>
<tr>
<td><strong>5c:</strong> Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</td>
</tr>
</tbody>
</table>

### Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

<table>
<thead>
<tr>
<th>Key elements of Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6a:</strong> Identifying and involving oneself with the early childhood field</td>
</tr>
<tr>
<td><strong>6b:</strong> Knowing about and upholding ethical standards and other professional guidelines</td>
</tr>
<tr>
<td><strong>6c:</strong> Engaging in continuous, collaborative learning to inform practice</td>
</tr>
<tr>
<td><strong>6d:</strong> Integrating knowledgeable, reflective, and critical perspectives on early education</td>
</tr>
<tr>
<td><strong>6e:</strong> Engaging in informed advocacy for children and the profession</td>
</tr>
</tbody>
</table>
### Standard Number 1. Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students’ diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

### Standard Number 2. Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

### Standard Number 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

### Standard Number 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.
**Standard Number 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

**Standard Number 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

**Standard Number 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
The University of Cincinnati: Early Childhood Education - Intern Evaluation Form  ECE 6

Name of Intern: _________________________  School Name: _________________________________
Date of Observation: _____________________  Grade Level: _________________________________
Observation #: ___________________________  Mentor Teacher: ______________________________

Check the appropriate rating for each category using the following scale and provide comments for each category item. Rubric is found in the ECE Handbook.

(3) Indicator Met: meets all rubric criteria in the category
(2) Indicator Partially Met: meets most rubric criteria in the category
(1) Indicator Not Met: fails to meet most rubric criteria in the category

**Planning for Students’ Learning (OSTP 1,3,4)**

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of students’ learning</td>
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<tr>
<td>Articulating learning goals</td>
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<td></td>
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<tr>
<td>Accommodate diversity/special needs</td>
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<tr>
<td>Assessment and evaluation strategies</td>
<td></td>
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</tbody>
</table>

**Teaching for Students Learning (OSTP 2,4)**

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating learning goals and instructional procedures</td>
<td></td>
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<tr>
<td>Deliver Effective Instruction</td>
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<tr>
<td>Developing students’ thinking</td>
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<tr>
<td>Monitoring students’ understanding</td>
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<tr>
<td>Using instructional time</td>
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</tbody>
</table>

**Creating an environment for learning (OSTP 5)**

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Responding to students’ behavior</td>
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<tr>
<td>Promoting fairness</td>
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<tr>
<td>Teacher-student rapport</td>
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<tr>
<td>Communicating learning expectations</td>
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</tbody>
</table>

**Professionalism (OSTP 6,7)**

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Reflecting on teaching</td>
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<tr>
<td>Demonstrating efficacy</td>
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<tr>
<td>Building professional relationships with colleagues</td>
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<tr>
<td>Communicating students’ progress to parents and guardians</td>
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</tbody>
</table>

Comments:

Comments:

Comments:

Overall Comments:

Intern Signature               Date

Mentor Teacher Signature       Date
**IDEAL Problem Solving Worksheet**

Use the worksheet below to try to solve problems that arise in the field experiences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Identify the Problem(s)</td>
</tr>
<tr>
<td>D</td>
<td>Define the Problem(s)</td>
</tr>
<tr>
<td>E</td>
<td>Explore the Alternatives</td>
</tr>
<tr>
<td>A</td>
<td>Act on the Plan</td>
</tr>
<tr>
<td>L</td>
<td>Look at the Effects</td>
</tr>
</tbody>
</table>
Early Childhood Education Program Intern Action Plan

Intern Name ____________________________________________________________

Mentor Teacher/School ________________________________________________

Date of Conference ____________________________________________________

Participants __________________________________________________________

Areas of Concern/Unsatisfactory Performance

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Action Plan and Goals

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Timeline for completion of goals

________________________________________________

________________________________________________

________________________________________________

________________________________________________

**Failure to follow and accomplish this action plan within the designated time frame(s) will result in removal and/or failure.

Intern Signature ___________________________ Date ______________________

Mentor Teacher Signature ______________________ Date ______________________

Supervisor Signature __________________________ Date ______________________
Early Childhood Education Intern Absentee Form  ECE 9

This form must be completed and signed by the intern, the mentor teacher and the university supervisor. After this is completed, it should be given to the university supervisor to sign and keep in his/her records. The intern should make a copy prior to forwarding it to the supervisor. If the supervisor feels absenteeism has become a problem, documentation of the reason will need to be provided by the intern.

Intern: ____________________________  Date Completed: __________________________

School: _____________________________________________________________________________

Mentor Teacher ____________________________  Supervisor ____________________________

Intern was absent from ___________________________ to ___________________________

Total days missed this absence: ________ total days missed from practicum and internship: ________

Reason for absence:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Plan for making up missed days:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Signature of Intern: ____________________________  Date: __________________________

Signature of Mentor Teacher: ____________________________  Date: __________________________

Signature of Supervisor: ____________________________  Date: __________________________
Candidate Participation in Professional Development Activities at School or School District  ECE 10

Candidate Name: _______________________________ Date __________________

Please list any teacher workshops, in-service programs, or professional development activities sponsored by your school or district that you participated in at your school, with your mentor teachers, or of your own choosing.

If you did not attend any such activities, please check here: ☐

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Workshop</th>
<th>Where did it take place?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
# Intern/Parent Contact Log

**ECE 11**

Intern Name: ___________________________

Placement: ____________________________

Field Experience: ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Nature of Contact (E-mail, conversation, post, telephone call)</th>
<th>Purpose</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Building Level Participation Log

**ECE 12**

Intern Name ________________  School ________________  Field Experience ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participation/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
**FORMATIVE ASSESSMENT TOOL**

**COLLABORATIVE LOG**

<table>
<thead>
<tr>
<th>Licensure Program (circle appropriate program)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Secondary: English/LA</td>
</tr>
<tr>
<td>Middle Childhood</td>
<td>Secondary: Science</td>
</tr>
<tr>
<td>Special Education MM</td>
<td>Secondary: Math</td>
</tr>
<tr>
<td>Special Education MI</td>
<td>Secondary: Social Studies</td>
</tr>
<tr>
<td>Special Education ADV</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Mentor Teacher:</th>
<th>University Supervisor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level/Subject Area:</td>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of Today's Meeting (circle all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Modeling Lesson</td>
</tr>
<tr>
<td>Reflecting on teaching</td>
<td>Observing Veteran Teacher</td>
</tr>
<tr>
<td>Pre/Post Observation Meeting</td>
<td>Lesson Planning</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Content/standards</td>
</tr>
<tr>
<td></td>
<td>Using Technology</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Ohio Standards for the Teaching Profession:** Below, highlight standards addressed in discussion with MT.

1. Teachers understand student learning and development, and respect the diversity of the students they teach.

2. Teachers know and understand the content area for which they have instructional responsibility.

3. Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.

6. Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

**WHAT'S WORKING**

**CURRENT FOCUS, CHALLENGES, CONCERNS**

**INTERN'S NEXT STEPS**

**MENTOR TEACHER'S NEXT STEPS**

**NEXT MEETING DATE:**

**FOCUS:**

*This is the bi-weekly/weekly reflection tool you need to complete when conferencing with your mentor. Print a copy as needed from Blackboard and complete by hand while meeting together. Type the final version. You will place these typed CALs in the weekly section of your Internship Notebook.*
Pre-Service Teacher Goal Setting Agreement

Student Teacher: ____________________ Mentor Teacher: ________________ Date: ____________

Teaching Assignment: _____________________________________________________________

The student teacher, in consultation with the mentor teacher and university-based supervisor, completes this self-reflection based upon the Ohio Standards for the Teaching Profession. Once areas of strengths and areas for growth are identified, the student teacher, mentor teacher and university supervisor should complete the goal setting plan.

Self reflection:
Areas of strength:

Areas for Growth:
Pre-Service Teacher Goal Setting

Based upon your assessment of your strengths and area(s) for growth, identify 1-2 goals that will provide a learning framework to accelerate your growth and strengthen your practice. Identify the steps you will take to reach the goal, resources and people to assist you, and how you will determine your success. Place one goal on a separate page. Cite the appropriate Ohio Standards for the Teaching Profession.

<table>
<thead>
<tr>
<th>Goal with OSTP Standard Cited</th>
<th>Steps to Attain Goal</th>
<th>Resources and Activities to Support the Goal</th>
<th>Evidence to Support the Goal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Student Teacher Signature: ___________________________________________ Date: ____________

University Supervisor Signature: __________________________________________ Date: ____________

Mentor Teacher Signature: __________________________________________ Date: ____________

*This is your draft for creating the PST Goal Setting Agreement and should be signed by you, your mentor and supervisor. Keep this signed version for your records and give your supervisor a copy.
SECTION FIVE

➢ Syllabi and Lesson Planning
Syllabi

In this section you will find the following documents:

Primary Practicum Syllabus-Fall Semester
Internship Syllabus-Spring Semester

Assignment Due Date Grid for Primary Practicum (included with syllabus)

Lesson Planning Documents

1. Full Lesson Planning Document - interns will need to follow this outline when writing all lesson plans during the Primary Practicum in Fall Semester. Interns will also need to use this outline when writing all lesson plans that will be observed and evaluated by the mentor teacher and/or supervisor during the Spring Semester Internship.

2. Daily Lesson Plan Template (Spring Semester) – this is the template the interns must use to write up all daily lesson plans during the Spring Semester Internship. The only exception is those times when the intern is being observed. Then, the lesson plans must be written in the full lesson plan format (number 1 above).

The Spring Semester lesson plan template is not meant to be as detailed as your full comprehensive lesson plans. It is a planning tool to help you think through your lesson components but in a briefer format. It is appropriate to combine several connected lessons on one template in order to show sequencing in your teaching or to combine several days’ instruction together. If you combine lessons, be sure that you identify what indicators, objectives, materials, activities and assessments will be implemented on which days. You can type the dates at the top and in the instruction section. Each individual lesson plan template should not exceed one page. If you are combining more than one day’s instruction on the template, then they will be longer. There will be an electronic version posted on Blackboard during Internship.

See the lesson template samples in the samples assignments section.
P-3 LICENSURE: PRIMARY PRACTICUM
18-ECE-4010
3 Semester Hours
Required/Prerequisite: Admission to Professional Cohort

Instructor
Amy Mayfield, M.Ed.

COURSE DESCRIPTION

Primary practicum is a school-based experience designed to allow interns to experience the opening of a school and classroom for a new year and to gradually transition to their full-time internship experience during spring semester. It is critically important that interns and their mentor teachers plan the fall practicum experience to maximize intern capacity to transition to the lead teacher role during spring semester. Interns are expected to become aware of procedures, curriculum and standards, student needs and other important aspects of the daily classroom operation. The interns are to work closely with the mentor teacher to maximize their own personal growth and development as a classroom teacher. This will be done, in part, through collaborative reflection, teaching and evaluation within each content area, unit planning, and by following the informal/formal assessment criteria and reflection timeline for the mentor teacher that focuses on different aspects of the classroom.

ALIGNMENT WITH TRANSFORMATION INITIATIVE

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction.

STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK

Candidates of the University of Cincinnati are committed, caring, competent educators

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
- who successfully collaborate, demonstrate leadership, and engage in positive systems change;
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;
- able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice;
- able to use technology to support their practice;
- who use assessment and research to inform their efforts and improve student outcomes; and
who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

**PROFESSIONAL STANDARDS AND LEARNING OUTCOMES**

*National Association for the Education of Young Children (NAEYC)*

- **Standard 1: Promoting Child Development and Learning.** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

- **Standard 2: Building Family and Community Relationships.** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

- **Standard 3: Observing, Documenting, and Assessing.** Candidates prepared in early childhood degree programs understand that observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- **Standard 4: Using Developmentally Effective Approaches.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

- **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

- **Standard 6: Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical
perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Ohio Standards for the Teaching Profession (OSTP)**

- **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.
- **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.
- **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.
- **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.
- **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**Learning Outcomes and Assessments**

<table>
<thead>
<tr>
<th>Upon completion of this course, the candidate will be able to:</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for student learning by developing lesson plans based on students’ prior knowledge, individual learning needs, and Ohio State Standards, which engage the students in meaningful learning with high expectations.</td>
<td>Weekly Lesson Planning; Math Unit</td>
</tr>
<tr>
<td>Create a safe and engaging environment for learning by establishing clear expectations for conduct, promoting respectful interactions, developing a warm and caring rapport, and encouraging individual achievement.</td>
<td>Evaluation by Mentor and University Supervisor</td>
</tr>
<tr>
<td>Implement effective standards based instruction using developmentally appropriate activities that engage students with high expectations while requiring them to think critically and creatively about the content/skills being taught through problem solving, application, integration of skills learned and making real life connections.</td>
<td>Four Formal Observations by Mentor Teacher and Two by University Supervisor; Final Comprehensive Evaluation</td>
</tr>
<tr>
<td>Use a variety of assessment strategies as a guide for immediate and long range planning for student learning as a group and as individuals.</td>
<td>Evaluation by Mentor and University Supervisor</td>
</tr>
<tr>
<td>Demonstrate professional growth and participation through personal reflection, participation in professional development, and by communicating and collaborating with building and district level colleagues.</td>
<td>Biweekly Topical Reflections or CAL; Inservice and Building Level Participation Logs; Maintain Organized Internship Notebook</td>
</tr>
</tbody>
</table>
Ohio Content Standards

Lesson plans will be aligned to Ohio Content Standards in Literacy, Math, Social Studies, and Science.

**ADMINISTRATIVE POLICIES**

**Attendance.** You will be spending five days full time each in the classroom from the time when your mentor teacher returns to set up the classroom in August through the second week of UC’s Fall Semester. This is the Opening School section of Primary Practicum. You will begin the part time practicum portion of Primary Practicum on the Monday, September 10, 2012. From this point in the semester until your field school breaks for the winter holiday, you will be in the field school full time on Mondays and Tuesdays. You will be in ECE classes the rest of the week. You are expected to be in your field school on time every day. Any absences will have to be made up. Extended absences can lead to removal from the field and cohort as it is not possible to make up extended missed time. Repeated tardiness will lead to a Brief Disposition and/or removal from the field and cohort. Keep track of your hours on your practicum time sheets, which are to be turned in to your university supervisor at the end of the winter semester.

**Withdrawal.** Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. If you withdraw from Primary Practicum you will also have to withdraw from all ECE coursework. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

**Academic Integrity.** The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).


**Educational Accommodations.** Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the field coordinator so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

**Person-First Language.** Candidates should write using “person-first” language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

**Grading.** Final grades will be Pass/Fail. Assignments will be evaluated according to the approved ECE observation/performance rubrics and lesson plan rubrics. Every assignment becomes part of the field experience Internship Notebook. In order to pass Primary Practicum, you must receive a satisfactory evaluation in all areas of the practicum and Internship (see note below): active participation, evaluation by your mentor teacher and university supervisor, and written assignments.
Rubric for Opening of School portion of Primary Practicum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participant; Professional behavior.</td>
<td>Consistent attendance; Active participant; Offers to help teacher; Performs activities as requested; Professional in appearance and behavior.</td>
<td>Unexcused absences; Passive observation; Indicating an unwillingness to complete an assigned task; Lack of professional dress/behavior.</td>
</tr>
<tr>
<td>Feedback from mentor teacher (orally/in writing to University Supervisor).</td>
<td>Satisfactory overall evaluation.</td>
<td>Unsatisfactory evaluation.</td>
</tr>
<tr>
<td>Written forms and Documents.</td>
<td>Responds adequately on all tasks; Assignments received by supervisor on time; Free of grammatical, mechanical, and spelling errors.</td>
<td>Fails to respond to all parts on all tasks; Received late by supervisor; More than three grammatical, mechanical, or spelling errors.</td>
</tr>
</tbody>
</table>

**Fall Semester Grading Note:** Students must successfully complete Primary Practicum and Internship sequentially in order to pass both senior year field experiences. Primary Practicum passing grades will be assigned at the end of Spring Semester when the intern has demonstrated successful completion of Internship. If an intern is not successful in one of these two consecutive field experiences, he/she will be removed from the field, may not graduate and will not be recommended for licensure.

**Early Childhood Rubric for Individual Lesson Evaluation and Comprehensive Evaluation**

This rubric is to be used in conjunction with the individual lesson evaluation tool (ECE 6) and the comprehensive evaluation tool (ECE 5). The comprehensive evaluation is used for the comprehensive midterm and finals. The individual lesson evaluation tool is only to be used when observing and rating a single lesson in a content area or unit implementation. During Fall Semester the mentor teacher will evaluate four individual lessons, one in each content area. In the Spring Semester the mentor teacher will evaluate at least one lesson taught during the unit implementation. The comprehensive evaluation tool is to evaluate the intern’s progress over a longer period of time during which the intern’s performance has been observed. Both of these evaluation tools are based on the Ohio Standards for the Teaching Profession and the NAEYC Standards. Therefore, the rubric also relates to these standards and should be used as an assessment guide with both evaluation tools. The complete rubric can be found in the ECE Intern Handbook.
### Criteria for Written Products

<table>
<thead>
<tr>
<th>Rating Indicator ▼</th>
<th>INDICATOR NOT MET (0)</th>
<th>INDICATOR PARTIALLY MET (1)</th>
<th>INDICATOR MET (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Content and Writing Style</td>
<td>Unclear, disorganized, and/or difficult to follow.</td>
<td>Moderately clear and simple response; awkward use of words; awkward sentence structure.</td>
<td>Well-written, clear response that represents a logical flow of ideas; appropriate use of words; appropriately constructed sentences.</td>
</tr>
<tr>
<td>Discussion of Content</td>
<td>Superficial, minimal effort reflected in work; fails to adequately address issue; no evidence of support by research and theory.</td>
<td>Marginally addresses complexity of issue; demonstrates marginal understanding; marginally supported by research and theory.</td>
<td>Addresses full complexity of issue; is logical; demonstrates independence of thought; well supported by research and theory.</td>
</tr>
<tr>
<td>Analysis and Synthesis of Research and Theory</td>
<td>Fails to ground issue in theory and research; inaccurate information provided; appropriate references are not provided.</td>
<td>Marginally grounds issue in theory and research; few and/or inappropriate references to support statements; minimal analysis and synthesis.</td>
<td>Issue is well-grounded in theory and research; use of refereed journals; identifies seminal research; demonstrates analysis and synthesis of research and theory.</td>
</tr>
<tr>
<td>Format</td>
<td>Unorganized; lacks sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Moderately well-organized; inconsistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Well-organized; consistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>15 or more spelling and/or technical errors, such as punctuation or grammar.</td>
<td>6-14 spelling and/or technical errors.</td>
<td>Fewer than 6 spelling and/or technical errors.</td>
</tr>
</tbody>
</table>

### Textbooks

**ECE Intern Handbook.** This will be emailed to candidates the summer prior to entering the field and posted on Blackboard as well as the OACI website.

### Overall Expectations:

All of the expectations, timelines, guidelines, forms and other requirements are clearly explained in the Early Childhood Education Intern Handbook. **It is the intern’s responsibility to thoroughly read this document and discuss it in depth with your mentor teacher. You are responsible for the contents of this handbook.** A few important points are included below.

- You are expected to be on time, present and fully participatory in the autumn quarter practicum. You are encouraged to extend your experiences to the greatest extent possible.
- Clearly identify classroom/school expectations for your practicum. This involves ongoing discussion between you and your mentor teacher regarding the best way to maximize your experience.
Follow the informal assessment and reflection timeline found in the Primary Practicum section (section 2) of the Handbook and included in this syllabus.

- Gradually assume responsibility for classroom activities during your scheduled practicum hours, so that you are teaching half the day by the end of the quarter.
- Receive ratings of at least “2” and satisfactory on all sections of the Final Comprehensive Evaluation and the Candidate Dispositions Form. These are to be completed by the mentor teacher.
- Be successfully evaluated by your university supervisor on two different occasions during formal observations.
- Turn in all assignments to your university supervisor on their due dates.

* Remember, these are a few reminders. These expectations reiterate and supplement the ECE Intern Handbook. You are still responsible for ALL guidelines and responsibilities set forth in that document. It is posted on Blackboard and on the OACI website.

**IMPORTANT!** You are not to be left alone with the students at any time. Please contact your university supervisor if you have been put in charge of the students without school personnel present.

**Opening school portion of Primary Practicum (full time):**

**Schedule:** IMPORTANT- Expect to begin the Opening School portion of Primary Practicum around the middle of August. Make sure you find out from your mentor teacher what day you are to report to help set up the room for the upcoming school year. Interns will arrive in the morning when teachers arrive and leave in the afternoon when teachers are excused. You are expected to be in your placement every day when your mentor teacher is expected to be there during this opening of school portion of Primary Practicum. This is the full time 5 day per week portion of Primary Practicum. It will continue through the second week of Fall Semester, with the last day being Friday, September 7, 2012.

**Expectations for Opening School:**
- Work with your mentor teacher in getting the room ready for school.
- **Create a letter to send home to parents introducing you** (place a copy in Internship Notebook).
- Provide assistance to your mentor teacher in lesson plan development, organization, and construction of materials.
- Work on class activities with students in one-on-one situations, small groups, and large groups.
- Team-teach lessons (if appropriate and approved by your mentor teacher).
- Observe and participate (if appropriate) when students go to special classes (art, music, physical education, special education, etc.).
- Familiarize yourself with the entire school building.
- Learn the names of the children in the class. Ask for a seating chart.
- Develop your professionalism by doing the following:
  - Wear appropriate clothing. **Dress professionally.**
  - Sign in and out on your daily time sheet
  - Follow all procedures for emergency absences and call your mentor teacher and supervisor.
  - Find out how to get in touch with your mentor teacher at work, home, by cell, and by email (be certain you keep this information confidential).
  - Learn the names of all administrators and other key personnel and then introduce yourself.
✓ Offer to help your mentor teacher in any way you can and demonstrate that you are aware of ways in which your teacher works with her class. If you do not know what to do, ASK!
✓ Pay close attention to what the teacher does and says.
✓ Become aware of the role and many responsibilities of the teacher during these first important weeks.

Your university supervisor will visit your field school once during the opening of school weeks of Primary Practicum.

Your work and professionalism during opening school will have a direct bearing on what you do for the rest of the academic year. Positive professional relationships developed with the children, mentor teacher, and administration during the first weeks will make assuming more responsibility easier.

**Opening of School Requirements:** There are 4 assignments you are responsible for during opening of school. One document, your Internship Plan, will be due to your university supervisor on Friday of August 24, 2012. The second document will be placed in the Opening School section of your Internship Notebook. The third is your Internship Notebook which is to always remain in your field placement classroom and will be checked regularly by your supervisor. The fourth are your Opening School reflections which are placed in your Internship Notebook by the due date. These four assignments are described in detail below.

1. **Internship Plan for Fall Semester (ECE 2)** - This is an information sheet to provide your supervisor with information that will be necessary when contacting you, your mentor teacher, and scheduling observations. It is absolutely vital that you complete this in detail. In the areas where you need to provide a class teaching schedule, write it in detail or type it and attach this to the form. We understand there is a need for flexibility in the schedules, but supervisors also need to have a clear understanding of where you will be in the building and what you will be doing. This document is found in the intern forms section of the Intern Handbook and is due to your university supervisor on the first Friday of September. **Due by August 24th**

2. **Activities to Enhance Opening School Experience (ECE 1)** - As you complete ECE 1, check off each numbered item and make notes about the topic area. This will show that you have searched out the important information about your field school that is listed on this sheet. File it in your Internship Notebook under the Opening School section. **Due by August 24th**

3. **Internship Notebook** - Begin to keep an organized Internship Notebook that is always available in your classroom. This must be available each time your university supervisor visits and observes, so it is not to be taken home. The **first section of you notebook should be labeled Opening of School.** This section should have your three OS reflections, ECE 1, your parent letter, and Internship Plan. **There should be a Primary Practicum section and Internship section. These two sections should have weekly dividers.** In each weekly section you should file your weekly lesson plan(s), reflection(s) or CAL(s). It is highly recommended that you display samples of student work in this notebook to validate that student learning occurred during your lessons. **The final section should be labeled Professionalism.** In this section you need to include your parent logs, time sheets, inservice log, and building level participation log. You will need to create a log of parent contact for each of these ongoing field experiences using the form ECE 11. You also need to keep a log of all participation you have at the building/district level such as team meetings, staff meetings, special programs, etc. You will log this information for each field experience on ECE 12. This is not including in-services and other professional development training sessions you attend which will be logged on ECE 10. All of the master copies of these forms are found in the Forms...
Section of the Intern Handbook. You should include other evidence of your professional growth such as parent newsletters you created, assessment tools you developed, etc. This will also be valuable as you develop your interview portfolio. This notebook is an ongoing assignment that will continue through Primary Practicum and Internship. **Due: Begin First Day of Opening School and keep ongoing and organized. Supervisors will check at each visit.**

**Note:** This requirement is designed to allow your university supervisor to get a better sense of the kind of lesson planning and activities you are doing in the classroom and your capacity to create an integrated learning environment. You will be engaged in on-going lesson planning for your classroom activities throughout the semester. You should keep ALL of your plans together, organized, and available for review by your university supervisor during her/his visits.

**Reflection topics for your Internship Notebook during Opening of School**

*All reflections must be completed and organized in your Internship Notebook Opening of School section.*

**Reflection One**- Discuss with your mentor teacher what she does to prepare for the beginning of a new school year. Some topics to focus on are bulleted below. After your discussion, reflect on how you participated in this process and what new knowledge you have gained about preparing for the school year from talking with your mentor teacher. Include in your reflection the mentor teacher’s responses to the bulleted topics.

- What does the teacher do to prepare the environment?
- What planning is necessary with other staff (administrators and teachers)?
- What planning is done specifically for the first day?
- What information is the teacher trying to learn about the students and how will this be used?
- How does the teacher create a community of learners, build relationships, and meet personal needs of the students?
- How are parents kept informed?
- After you experience the first day think about what the teacher did to make the children feel comfortable, to communicate expectations, and to begin to teach classroom procedures. Reflect on your role on this day when you are an entry year teacher.

**Reflection Two**- Discuss with your mentor teacher the goals for the year. How were these goals determined? What objectives are set for the first few weeks for school and how will they be evaluated? What types of assessments will your teacher use, what will be learned from these and what will be done with the knowledge gained from these assessments? How are the children with exceptionalities incorporated into these goals for the year?

**Reflection Three**- Describe the classroom management strategies that are in place. Describe the management strategies in place school-wide. How will these management strategies affect the learning in the classroom and the environment of the school? Compare and contrast the class rules and procedures with respect to what you have learned in your management class. **You should write this reflection as an observer who is discussing new knowledge you are learning about this school (in Primary Practicum you will reflect on your use of behavior management as you begin to participate in using these strategies).**
Primary Practicum Requirements  
(Part time-begins third week (September 10, 2012) of Fall Semester post OS)

1. Read and be familiar with the Early Childhood Intern Handbook. You are responsible for all information in that document.

2. Have four individual lesson observations done by your mentor teacher or a team member. One lesson should be observed in each of the four main content areas. Receive acceptable ratings from your mentor teacher on the individual lesson evaluations from the four content areas (language arts, math, science and social studies). Place these completed observation forms in your Internship Notebook for your supervisor to view. These should be completed by November 16th.

3. **Unit Plan.** You will be writing a unit that is at least 5 days in length. This unit will be a math unit. It will be planned as part of your Teacher Performance Assessment (TPA) Portfolio. Some of the unit lessons will be planned in your math methods course in preparing TPA task #1. The content of your unit must be planned through discussion with your mentor teacher. You must plan this unit with your mentor teacher and be prepared to implement this unit in your Spring Semester Internship. This means you will have to look at the curriculum map/pacing guides for September through April with your mentor teacher, so you will know what content will be covered in the spring when you will gradually assume the role of lead teacher. **As you plan this unit, one assignment (unit outline) will be due to your university supervisor prior to the completed unit.**

   - **Interdisciplinary unit outline**-after you decide on the content you will include in your unit, create an outline of the learning goals and aligned assessment ideas you plan to use in your unit. The outline you turn in must have a unit title, be divided into 5 or more days, include your state indicators, connected objectives, a brief description of the activities you will be planning and an aligned assessment for each day. Remember to make your objectives significant, challenging, varied, and appropriate. In planning for the aligned assessment, use a variety of approaches to assess students before, during, and after instruction. **This outline is due to your university supervisor on October 12th.**

   - **Interdisciplinary unit**—once you have outlined the objectives and aligned assessment strategies, begin to write the unit in comprehensive lesson plan format. All unit lessons must be completed in the full ECE format as delineated in the syllabi section of the Handbook. Remember, the lesson plans you develop in math methods for TPA will be part of your unit lesson plans. The unit should be creative, engaging, and developmentally appropriate. **Your unit needs to have an introductory rationale page (see sample unit in handbook), an opening lesson, a closing lesson, and demonstrate a sequential flow of the content being taught.** It needs to have clear beginning and ending lessons to introduce the topic/concepts and then bring closure to the unit. Be sure to make use of the knowledge and resources of your mentor teacher. **This unit is due to your university supervisor on November 16th.**

Any work turned in that is unacceptable will be returned for adjustments and corrections.
4. **Receive ratings of at least 2 or satisfactory** on all sections of the Comprehensive Final Evaluation completed by your mentor teacher and on your Candidate Dispositions Form, also completed by your mentor teacher. These must be completed electronically by the mentor teacher using the link/directions that are accessible online. The mentor will save a copy of each form to his/her computer, complete it and save the completed version. It is important for the mentor to remember to print a copy of all completed evaluation documents to be signed by the intern and mentor after discussing the evaluations. Once the completed version is printed, the mentor should submit the form electronically. Interns must turn all signed evals/dispositions in on the due date to the university supervisor. Paper copies of these forms are found in the Intern Handbook if needed. **Please turn in the signed original to your university supervisor on the due date and keep a copy for yourself. Both the final comprehensive evaluation and the dispositions form are due to your university supervisor on December 2nd.**

5. Receive 2 acceptable formal evaluations from your university supervisor.

6. **Weekly reflections**
   You will complete two forms of reflection during Primary Practicum. These are personal reflections and Collaborative Assessment Logs.

   **BI-WEEKLY PERSONAL REFLECTIONS:**

   Bi-weekly typed personal reflections should address the area of focus from the reflection timeline found in section 2 of the Intern Handbook and listed below. You and your mentor teacher should focus on the assigned topics as you work together during the weeks when a personal reflection is due. At the end of each week, you should write the paragraph section about your reflections on this aspect of the classroom. These reflections are your perceptions about your involvement and observations and should include information such as a bulleted overview of your weekly activities. The reflection should conclude with an assessment of your strengths, weaknesses, and how you will improve. **A sample reflection is in the Intern Handbook.** Minimally your reflections must:

   a. begin with 1/2 paragraphs about the assigned weekly topic followed by phrases bulleted with action verbs describing your responsibilities and involvement in the classroom. For example:
      -observed informal and formal assessment
      -created game for math learning center

   b. include in your assessment of your strengths and weaknesses areas in which you’d like to improve **and** how you can do this.

   c. be shared with mentor teacher as a source of dialogue regarding your perceptions of your experience. Mentor teachers should provide written feedback at the end of each weekly reflection then sign or initial it.

   d. be available to your university supervisor when he/she visits and kept **neatly organized** in your Internship Notebook.
Collaborative Log:

Complete a Collaborative Assessment Log (CAL) bi-weekly during the weeks you do not have a written reflection. This is a form of reflection that requires you to discuss with your mentor what is working, what the areas of concern are, and how you can set goals in order to address these areas. It is a form that will be used in your entry year of teaching. This document is found under the documents section for Primary Practicum on Blackboard. You will need to complete and print one CAL during the weeks when you do not have a written reflection. You can hand write/type this form while discussing it with your mentor. If you hand write it, you will need to type up that draft and then place the final typed CAL in your Internship Notebook for that week. The directions are very clear on the form, but if you have questions, be sure to contact your supervisor.

Course Reflection Schedule and Topic/CAL for Primary Practicum
(Week one below starts on the third week of semester-post Opening of School)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setting Expectations and Teaching Procedures</td>
</tr>
<tr>
<td>2</td>
<td>CAL</td>
</tr>
<tr>
<td>3</td>
<td>Planning Lesson Goals and Aligning Assessment: Curriculum Mapping</td>
</tr>
<tr>
<td>4</td>
<td>CAL</td>
</tr>
<tr>
<td>5</td>
<td>Intern Management Strategies and Developing Rapport</td>
</tr>
<tr>
<td>6</td>
<td>CAL</td>
</tr>
<tr>
<td>7</td>
<td>Planning for Diversity and Adaptations</td>
</tr>
<tr>
<td>8</td>
<td>CAL</td>
</tr>
<tr>
<td>9</td>
<td>Implementation Procedures; Pacing the Lesson</td>
</tr>
<tr>
<td>10</td>
<td>CAL</td>
</tr>
<tr>
<td>11</td>
<td>Using Assessments to Set Goals and Meet the Needs of All Students</td>
</tr>
<tr>
<td>12</td>
<td>CAL</td>
</tr>
<tr>
<td>13</td>
<td>Challenging and Extending Student Thinking-Planning for Students</td>
</tr>
<tr>
<td>14</td>
<td>No CAL or reflection</td>
</tr>
</tbody>
</table>

7. Internship Notebook
Continue to work on developing your Internship Notebook. This was begun during Opening of School and should be available at all times in your classroom. **It is not to be taken home.** All of your weekly reflections and lesson plans from the primary practicum experience in the autumn semester should be added to this notebook for your supervisor to view. **Organize your Internship Notebook by week and experience so he/she can see the growth you make during your senior field experiences.** Opening School will already be organized as one section with no weekly divisions. Now, Primary Practicum needs to be a new section that follows Opening School divided into 13 weekly sections with lesson plans, reflections and other documentation for your supervisor to view.
8. Lesson Planning

All lesson planning done by the intern during Primary Practicum must be written out in the full/comprehensive ECE lesson plan format that is outlined in the syllabi section of the Intern Handbook. You will write and implement one whole group, comprehensive lesson plan for each week that you are in the classroom during the part time portion of Primary Practicum. This time period is from September 10th through the day that your field school closes for the winter break. Most schools are finished around Dec 18, 2012. This means you will have 13 lesson plans in your Internship Notebook. The plans must reflect prior learning and experiences, and assessment must provide evidence for future planning based on your analysis of student work. Lessons must follow the comprehensive lesson planning document and describe in detail what you plan to say and do during your lesson. The mentor teacher should approve all lesson plans written by the interns before they are implemented. A copy of each lesson plan written must be placed in your Internship Notebook for the university supervisor to review. It is not acceptable for the interns to use the teacher’s plan book for planning. Each time you are observed by your mentor teacher or university supervisor, you must provide a typed lesson plan in the full/comprehensive ECE format to him/her 3 days prior to the observation. If you write a lesson plan based on an idea you borrowed from another source, such as the Internet or a teacher resource, you must credit the resource at the end of your typed lesson plan.

**For the week of September 10th (first week of part time-Primary Practicum), when you write your first comprehensive lesson plan, it must be emailed to your University Supervisor, by September 12th. The supervisor will read it and provide feedback.** If you are struggling with your lesson planning you may have to continue to submit the lesson plans to him/her until you have a strong grasp on how to plan.

Lesson planning and teaching note: During the time that the students are in their primary practicum (fall quarter) they are taking a science methods course. A requirement for this course is to teach at least one science lesson plan in their primary practicum classrooms. This lesson has to focus on teaching science content. Mathematical ideas can be incorporated into this lesson. The lesson cannot focus just on reading a piece of scientific literature. The lesson has to focus on specific science concepts such as physical, earth/space, or life science. For example, the lesson could emphasize how high different types of balls bounce, what type of bird seed different birds like to eat, what are healthy vs. non-healthy snacks (analyze fat & calories), etc.

Integrating science and social studies concepts into language arts and math lessons is also highly recommended!

**All assignments and written lesson plans that are turned into your university supervisor or placed in your Internship Notebook must be typed.**

**All forms must be turned into your supervisor’s mailbox in Edwards, unless other arrangements have been made. It is the intern’s responsibility to make sure all forms are submitted on time.**

***Syllabus is subject to revision.***
# Primary Practicum Due Dates – Fall 2012

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FORM</th>
<th>RESPONSIBILITY</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Plan for Autumn Semester</td>
<td>ECE 2</td>
<td>INTERN w/MT</td>
<td>Aug. 24</td>
</tr>
<tr>
<td>Activities to Enhance OS</td>
<td>ECE 1</td>
<td>INTERN</td>
<td>Aug. 24 (place in notebook)</td>
</tr>
<tr>
<td>Opening of School Reflections (1,2,3) + all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subsequent weekly reflections/CALs for PP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum Time Sheet</td>
<td>ECE 3</td>
<td>INTERN w/MT</td>
<td></td>
</tr>
<tr>
<td>Plan and teach at least (1) whole group lesson each week during Primary Practicum (starting 3rd week of semester)</td>
<td>ECE 4</td>
<td>Intern</td>
<td>Oct. 12</td>
</tr>
<tr>
<td>Unit</td>
<td>ECE 5</td>
<td>MT</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>Candidate Disposition Progress Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE Program Comprehensive Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Lesson Evaluation Form (4 lessons min. one in ea. content area)</td>
<td></td>
<td>MT</td>
<td>Dec. 3</td>
</tr>
<tr>
<td>Absentee Form</td>
<td>ECE 9</td>
<td>INTERN</td>
<td></td>
</tr>
</tbody>
</table>

NB - Supervisor will check OS reflections must be completed by Sept. 7th/PP reflections/CALs weekly

For P. Practicum bi-weekly reflections see sample format in sample assignments section/CAL form on Blackboard and in handbook

Internship Notebook (NB)

(At the end of spring semester all TS are placed in Supervisor’s mailbox)

*for lessons Supervisor observes, email plan at least 3 days prior to observation date/to MT Friday before implementation for approval*

Note:
- MT must verify INTERN/MT and Supervisor must sign
- Copy to NB & MT Original to Supervisor
P-3 LICENSURE: INTERNSHIP IN EARLY CHILDHOOD EDUCATION

18-ECE-4020
8 Semester Hours

Required/Prerequisite: Admission to Professional Cohort

Instructor
Amy Mayfield, M.Ed.

COURSE DESCRIPTION

Spring Semester internship is an all-day, full-week, school-based experience designed to gradually transition and prepare pre-service teachers for the role of classroom teacher. The Spring Semester Internship should be viewed as interrelated, continuous experiences based on the foundations that were built in the Fall Semester Primary Practicum. This experience builds on the relationships, growth, and development that are acquired in primary practicum. The experience includes responsibility for classroom management, materials, parental communication, team meetings, building duties and committees, and any other responsibilities that would normally fall within the role of lead teacher in this setting. Interns will focus on student achievement through weekly collaborative discussions with the mentor teacher and ongoing self-reflection. Interns and mentor teachers continue to work as a team throughout this experience even when the lead role is in the hands of the intern.

ALIGNMENT WITH TRANSFORMATION INITIATIVE

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction.

STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK

Candidates of the University of Cincinnati are committed, caring, competent educators

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
- who successfully collaborate, demonstrate leadership, and engage in positive systems change;
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;
- able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice;
• able to use technology to support their practice;

• who use assessment and research to inform their efforts and improve student outcomes; and

• who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

PROFESSIONAL STANDARDS AND LEARNING OUTCOMES

National Association for the Education of Young Children (NAEYC)

• **Standard 1: Promoting Child Development and Learning.** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

• **Standard 2: Building Family and Community Relationships.** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

• **Standard 3: Observing, Documenting, and Assessing.** Candidates prepared in early childhood degree programs understand that observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

• **Standard 4: Using Developmentally Effective Approaches.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

• **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.
- **Standard 6: Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Ohio Standards for the Teaching Profession (OSTP)**

- **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.

- **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.

- **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.

- **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.

- **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**Learning Outcomes and Assessments**

<table>
<thead>
<tr>
<th>Upon completion of this course, the candidate will be able to:</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for student learning by developing lesson plans based on students' prior knowledge, individual learning needs, and Ohio State Standards, which engage the students in meaningful learning with high expectations.</td>
<td>Weekly Lesson Planning for All Content Areas; CAL Meetings; Formal Observations of Intern Performance On Individual Lessons; Midterm and Final Comprehensive Evaluations of Intern Performance</td>
</tr>
<tr>
<td>Create a safe and engaging environment for learning by establishing clear expectations for conduct, promoting respectful interactions, developing a warm and caring rapport, and encouraging individual achievement.</td>
<td>CAL Meetings; Formal Observations of Intern Performance On Individual Lessons; Midterm And Final Comprehensive Evaluations of Intern Performance</td>
</tr>
</tbody>
</table>
Implement effective standards-based instruction using developmentally appropriate activities that engage students with high expectations while requiring them to think critically and creatively about the content/skills being taught through problem solving, application, integration of skills learning and making real life connections.

CAL Meetings; Formal Observations of Intern Performance On Individual Lessons; Midterm And Final Comprehensive Evaluations Of Intern Performance

Use a variety of assessment strategies as a guide for immediate and long-range planning for student learning as a group and as individuals.

CAL Meetings; Formal Observations of Intern Performance On Individual Lessons; Midterm And Final Comprehensive Evaluations Of Intern Performance

Demonstrate professional growth and participation through personal reflection, participation in professional development, and by communicating and collaborating with building and district level colleagues.

Weekly CAL; Inservice And Building Level Participation Logs; Maintain Organized Internship Notebook

**ADMINISTRATIVE POLICIES**

**Attendance.** You will be spending five days full time each week in the classroom from the time when your field school returns after winter break in early January until the end of UC Spring Semester. You are expected to be in your field school on time every day. Any absences will have to be made up. Extended absences can lead to removal from the field and cohort as it is not possible to make up extended missed time. Repeated tardiness will lead to a Brief Disposition and/or removal from the field and cohort. Keep track of your hours on your practicum time sheets, which are to be turned in to your university supervisor at the end of the winter semester.

**Withdrawal.** Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. If you withdraw from Internship you will also have to withdraw from all ECE coursework. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

**Academic Integrity.** The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).


**Technology Use.** Technological devices are welcomed in class if they are used appropriately (e.g., note taking or enhancing class discussion). The inappropriate use of technology (e.g., watching videos, web surfing, shopping, social networking, gaming, etc.) will not be tolerated and will result in the confiscation of the device being used inappropriately. Please turn off cellular telephones prior to the beginning of class.
**Educational Accommodations.** Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

**Person-First Language.** Candidates should write using “person-first” language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

**Grading.** Final grades will be Pass/Fail. Assignments will be evaluated according to the approved ECE observation/performance rubrics, Teacher Performance Assessment (TPA) rubrics (required for Ohio Licensure—must pass all tasks), and lesson plan rubrics. Every assignment becomes part of the field experience Internship Notebook. In order to pass Primary Practicum, you must receive a satisfactory evaluation in all areas of the practicum and Internship: active participation, evaluation by your mentor teacher and university supervisor, and written assignments.

**Fall/Spring Semester Grading Note:** Students must successfully complete Primary Practicum and Internship sequentially in order to pass both senior year field experiences. Primary Practicum passing grades will be assigned at the end of spring semester when the intern has demonstrated successful completion of Internship. If an intern is not successful in one of these two consecutive field experiences, he/she will be removed from the field, may not graduate and will not be recommended for licensure.
Early Childhood Rubric for Individual Lesson Evaluation and Comprehensive Evaluation

This rubric is to be used in conjunction with the individual lesson evaluation tool (ECE 6) and the comprehensive evaluation tool (ECE 5). The comprehensive evaluation is used for the comprehensive midterm and finals. The individual lesson evaluation tool is only to be used when observing and rating a single lesson in a content area or unit implementation. During Fall Semester the mentor teacher will evaluate four individual lessons, one in each content area. In the spring semester the mentor teacher will evaluate at least one lesson taught during the unit implementation. The comprehensive evaluation tool is to evaluate the intern's progress over a longer period of time during which the intern's performance has been observed. Both of these evaluation tools are based on the Ohio Standards for the Teaching Profession and the NAEYC Standards. Therefore, the rubric also relates to these standards and should be used as an assessment guide with both evaluation tools. The complete rubric can be found in the ECE Intern Handbook.

Criteria for Written Products

<table>
<thead>
<tr>
<th>Rating Indicator ▶</th>
<th>INDICATOR NOT MET (0)</th>
<th>INDICATOR PARTIALLY MET (1)</th>
<th>INDICATOR MET (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Content and Writing Style</td>
<td>Unclear, disorganized, and/or difficult to follow.</td>
<td>Moderately clear and simple response; awkward use of words; awkward sentence structure.</td>
<td>Well-written, clear response that represents a logical flow of ideas; appropriate use of words; appropriately constructed sentences.</td>
</tr>
<tr>
<td>Discussion of Content</td>
<td>Superficial, minimal effort reflected in work; fails to adequately address issue; no evidence of support by research and theory.</td>
<td>Marginally addresses complexity of issue; demonstrates marginal understanding; marginally supported by research and theory.</td>
<td>Addresses full complexity of issue; is logical; demonstrates independence of thought; well supported by research and theory.</td>
</tr>
<tr>
<td>Analysis and Synthesis of Research and Theory</td>
<td>Fails to ground issue in theory and research; inaccurate information provided; appropriate references are not provided.</td>
<td>Marginally grounds issue in theory and research; few and/or inappropriate references to support statements; minimal analysis and synthesis.</td>
<td>Issue is well-grounded in theory and research; use of refereed journals; identifies seminal research; demonstrates analysis and synthesis of research and theory.</td>
</tr>
<tr>
<td>Format</td>
<td>Unorganized; lacks sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Moderately well-organized; inconsistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
<td>Well-organized; consistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>15 or more spelling and/or technical errors, such as punctuation or grammar.</td>
<td>6-14 spelling and/or technical errors.</td>
<td>Fewer than 6 spelling and/or technical errors.</td>
</tr>
</tbody>
</table>
Textbook

ECE Intern Handbook. This will be emailed to candidates the summer prior to entering the field and posted on Blackboard as well as the OACI website.

Expectations

- Participate in the Spring Semester Internship experience five full days a week following the entire course schedule. You are welcome to and encouraged to extend your experiences to the greatest extent possible.

- Clearly identify classroom/school expectations for your Internship. This involves ongoing discussion between you and your mentor teacher regarding the best way to maximize your experience.

- Gradually assume responsibility for classroom activities during your Internship. Follow the Intern Planning/Teaching Responsibility Timeline for Spring Semester. You are expected to assume all the responsibilities of the lead teacher during this Internship, which includes attending faculty meetings, in-service workshops, team meetings, parent nights, and all other committee meetings, or functions that are part of your mentor teacher’s duties.

- Conference with your mentor and complete one CAL per week.

- Receive one midterm and one final Comprehensive Evaluation from your mentor teacher using the form provided online (same as final evaluation for fall). These Comprehensive Evaluations are for the period prior to the due date not for one individual lesson observation. Electronically complete one Candidate Dispositions Form (by your mentor teacher) with your final comprehensive evaluation. **Note: interns are responsible for getting the completed midterm and final evaluation and final Candidate Dispositions forms to their university supervisor by the due dates listed in the syllabus. Therefore, you must print a paper copy of the completed comprehensive midterm, Comprehensive Final, and Final Dispositions forms to sign and turn in.**

- Receive one formal lesson observation by your mentor teacher while you are implementing your unit plan.

- Maintain an organized Internship Notebook.

- Complete your Elementary Math Teacher Performance Assessment (TPA) portfolio.

- Receive two successful formal lesson observations with constructive feedback from your university supervisor.

- For all lessons for which you will be formally observed you must provide your university supervisor a typed lesson plan in the full ECE format at least three days prior to implementation of the lesson. All other daily lessons will now be written on the ECE Spring Semester Template found in the Intern Handbook and on Blackboard. There are samples of the Spring Semester Template in the Intern Handbook.
***These expectations reiterate and supplement the Intern Handbook. You are still responsible for ALL of the guidelines and responsibilities set forth by that document.

Requirements:

1. Read and be familiar with the Early Childhood Education Intern Handbook. You are responsible for all information in this document!!!

2. Receive acceptable evaluations from your mentor teacher, university supervisor, and internship site. You must receive ratings of at least “2” and satisfactory on all sections of both comprehensive evaluations and the dispositions form completed by your mentor teacher. On your individual observations by your university supervisor, it is at the supervisor’s discretion as to whether a 1 rating in an area warrants an action plan. Both the Comprehensive Evaluations (midterm and final copies) and Candidate Disposition have to be turned in on a paper form and submitted electronically. Make sure that your mentor teacher saves these documents prior to submitting them, so you can print and sign them. Your supervisor must have the paper version in order to give you a grade!

   - Midterm Comprehensive Evaluation (ECE 5) is due to your university supervisor on February 15, 2013.
   - Final Comprehensive Evaluation (ECE 5) and Candidate Dispositions Form (ECE 4) are both due to your university supervisor on April 12, 2013.

3. Teacher Performance Assessment tasks #2, 3 and 4:
   These tasks require you to implement your unit and videotape yourself teaching the math lessons from your first Teacher Performance Assessment task (lessons planned in Primary Math Methods course/ incorporated into your unit). It is a good idea to tape as much of your unit implementation as possible, so you have enough video to be able to choose a quality clip(s) to submit with your TPA portfolio. View and discuss the taped material you plan to submit with your mentor teacher. Evaluate those teaching behaviors that are strengths and those teaching behaviors that need improvement with regards to engaging and supporting student learning. Please use the TPA rubrics to guide you in your discussion of the video and writing your commentary paper. You will use student work from the videotaped, implemented lessons to analyze and evaluate your students work and then reflect on your instruction.

   You need to send a video permission letter to parents. One will be posted on Blackboard. Be sure to send it out early enough to be able plan for your videotaping session.

   You will need to collect the student work from the lesson(s) you video tape. You will need the work samples to complete TPA task #3.

   The exact directions for the Teacher Performance Assessment tasks are posted under course documents on Blackboard. Please print this document off during the first week of Internship, so you can plan ahead for your taping and typed reflective commentary papers. The paragraph and information above is only an overview description of what you need to do. The specific task instructions are in the Elementary Math TPA handbook posted on Blackboard.
All TPA Task response will need to be written and submitted in the correct templates provided by TPA and Pearson. These will be posted on Blackboard. Be sure that you write all response in the correct template, font and size for electronic submission.

If you need help with the taping equipment, Langsam Library has camcorders, tripods and microphones for students to borrow at the Student Technology Resource Center. This is found on the main level about halfway back on the right. You can sign out equipment here if needed. The person who works there to help students is Jay Sinard. There are also people available to help you edit the video for the piece you have to submit with your paper.

TPA Task #2 is to be submitted to your supervisor on March 1, 2013
TPA Task #3 is to be submitted to your supervisor on March 8, 2013.
TPA task #4 is to be completed to your supervisor on March 8, 2013.
All TPA tasks will be electronically submitted in Spring Semester Stories of Teaching course.

4. **Collaborative Assessment Log:** Complete a Collaborative Assessment Log (CAL) weekly during Internship. This is a form of reflection that requires you to discuss with your mentor what is working, what the areas of concern are, and how you can set goals in order to address these areas. This document is found under the documents section for Internship on Blackboard. You will need to complete one CAL weekly, now that you do not have a written reflection. You can hand write/type this form while discussing it with your mentor. If you hand write the first draft, you will then need to type a copy to place in your Internship Notebook. The directions are very clear on the form, but if you have questions, be sure to contact your supervisor.

5. **Pre-Service Teacher Goal Setting Agreement:** During the first days of March (March 1-2), as you have almost phased out of teaching, complete a Pre-Service Teacher Goal Setting Agreement (found under documents in Internship on BB). This is a document that you will take with you into your entry year of teaching. It will allow your district mentor teacher (when you are hired), to begin to work with you in the Transition Educator Residency Program. You will need to complete the self reflection side individually. After this is completed, set aside a time to conference with your Internship mentor teacher and complete the goal setting section on the back. There are 4 categories that you will need to complete. Use the Collaborative Assessment Logs you filled out during Internship to help you complete this document. You can take goals and ideas from these. This form must be typed. After you have completed this, your supervisor will meet with you (and mentor when available) to review, discuss and sign off on this document. **It must be completed and placed in your Internship Notebook by:** April 5, 2013.

6. **Unit:** Implement your unit and have one individual lesson observation done by your mentor teacher (ECE 6). Receive feedback about the implementation of this lesson. Place this evaluation in your Internship Notebook.

7. **All lesson plans** must be written on the ECE Spring Semester planning template (found in the handbook or Blackboard). Please take time to look at the sample templates in the Intern Handbook. This is meant to be a guiding document for your instruction and will not be as detailed as the comprehensive lesson plans you wrote in Fall Semester. You will need to write a template for all new lesson content introduced in the main content areas each day. You do not need to write templates for parts of the day such as morning meeting, read aloud time, etc. Interns are not to write plans in the teacher’s plan book.
but are required to provide the MT copies of weekly templates by the Friday before they will be implemented.

For all observations by your supervisor, you must submit a comprehensive lesson plan to your supervisor three days in advance.

8. You are responsible for completing all NCATE and college forms by the 13th week of spring semester. They can be found at the following web site: http://www.cech.uc.edu/oaci/
   - The Value Added Assessment is due the second week of Internship.
   - It is important that you begin to work on the Educator Impact Rubric immediately in January. Even though it is not due until the 13th week, you have goal setting and work to complete for this form that takes the weeks prior to the due date to complete.

9. Internship Notebook: Keep all weekly plans organized by week in your Internship Notebook along with your weekly Collaborative Assessment Logs.

**Course Schedule- Intern Planning/Teaching Responsibility Timeline**

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<tr>
<th>Week</th>
<th>Topics</th>
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<tr>
<td>1</td>
<td>Plan and Implement Half Day Instruction (Interns return when the field school returns after winter break)</td>
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<td>2</td>
<td>Add Planning and Teaching Responsibility For One More Content Area</td>
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<td>3</td>
<td>Continue Planning and Instruction Same As Previous Week</td>
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<td>4</td>
<td>Take On Responsibility For Full Day Instruction and All Lead Teacher Responsibility</td>
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<td>5</td>
<td>Continue Full Day Responsibility</td>
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<td>Continue Full Day Responsibility</td>
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<td>9</td>
<td>Continue Full Day Responsibility</td>
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<td>10</td>
<td>Reduce Planning and Teaching By One Content Area</td>
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<tr>
<td>11</td>
<td>Reduce Planning and Teaching To Half Day</td>
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<tr>
<td>12</td>
<td>UC Spring Break-Interns Off</td>
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<td>13</td>
<td>Reduce Planning and Implementation To Half Day</td>
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<td>14</td>
<td>Reduce Planning and Implementation To Half Day</td>
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<td>15</td>
<td>Plan and Implement One Content Area</td>
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<td>16</td>
<td>Assist your mentor</td>
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A minimum of six weeks equal to thirty days of full time teaching is required. *** On your timesheet please number the days of full time teaching, so your supervisor can track that you have completed the 30 days of full time teaching responsibility.

You are required to follow the holiday and inservice schedule for your elementary school. You are also responsible for attending all team meetings, staff meetings, conferences, or other school functions that would be within the role of lead teacher. It is your responsibility to make sure your university supervisor knows this schedule and can plan accordingly. You will need to provide a copy of dates, which provide scheduling issues to your university supervisor at the beginning of the semester.
Lesson Planning

All lessons should have a beginning, middle and an ending. Please follow the format provided below:

I. Grade level/content area:

II. Standards and Indicators:

List any state standards and the related indicators that will be addressed during this lesson. They should be aligned with your objectives.

III. Objectives and Purpose(s):

State your objectives in terms of what response you expect the CHILD to be able give. The objective should be written to teach the Ohio State indicators above, but should expand on the indicator to state what the children should be able to do. Keep in mind that objectives should have a measurable outcome. Use verbs in writing objectives to help achieve this: (NAEYC 4C/OSTP 4)

The purpose is an overarching statement of what is to be achieved and its importance in the bigger picture of the school year and making home-school connections. (NAEYC 2)

Some possible verb choices:

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<tr>
<th>Analyze</th>
<th>Determine</th>
<th>Indicate</th>
<th>Predict</th>
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<td>Choose</td>
<td>Differentiate</td>
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<td>Collect</td>
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<td>Demonstrate</td>
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<td>Detect</td>
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IV. Prior Knowledge:

A. Of Student (Student Background Knowledge):
   - State what the students should already know and/or be able to do in order to successfully participate in this lesson. Make connections to previous lessons/learning.

B. Of Self (Teacher Background Knowledge):
   - Describe in detail the background knowledge the teacher must have to correctly teach the content in this lesson.
   - If the teacher needs to build upon his/her own current knowledge on this topic to better teach the content, describe where the additional knowledge can be found. (NAEYC 4D/OSTP 1, 4)

V. Materials:

Describe everything needed to conduct the lesson. Learning tools and resources should reflect a wide array of effective approaches to influence children's learning and deepen understanding. (NAEYC 4C)
VI. Theoretical Input: (Rationale Statement)

It is important that you connect what you are learning through your course readings with what you are implementing with children. Therefore, include in your lessons the theoretical basis of your teaching choices (both the “why” and the “how”). It is important that your methods are grounded in theory, so cite theorists to support your instruction. Also, provide a rationale for how you will teach the objective and explain why your choice of instructional methods is the best means to teach the objective(s). Demonstrate that you have the knowledge base to create effective approaches to positively influence learning and development. Base your methodology on developmentally appropriate practices. You will need to reference any sources you use to help you make these important choices. (NAEYC 4B/OSTP 1, 4)

VII. Method or Procedure:

A. Adaptations/Connections:
   1.) Describe in detail all special learning needs in the classroom. Remember, not all needs may be specifically diagnosed.
   2.) Detail how all learning needs will be accommodated during instruction. (i.e. describe how your lesson promotes learning for children based on their special needs). (NAEYC 1/4C/OSTP 1, 4)
   3.) Describe how the lesson will build upon cultural background experiences of the students. For lesson planning, cultural background refers to the cultural experiences the children are exposed to in their daily lives. In other words, how will you make this lesson real/meaningful for the children by connecting it to the home life/daily lives of your students? (NAEYC 2/OSTP 1)

B. Grouping:
   - How will students be grouped throughout the lesson? (i.e. intro. & instruction will be whole class; reinforcement phase will be small group; assessment will be individual, etc.)
   - If grouping students for cooperative learning, how are students assigned to groups? What roles are necessary within the groups for the activity to be successful? How will these roles be assigned (i.e. students choose role, teacher assigns role, student draws a card which names the role, etc.)? Why did you choose this way over another? (NAEYC 4B)

C. Anticipatory Set/Introduction:
   Bridge the gap between what the child already knows (elicit prior knowledge) and what is to be introduced. **Involve the student(s).** Motivate the student(s) by grabbing their interest. Do not restate your intro in the instruction section.

D. Instruction:
   - New skills require considerable teacher direction/guidance, modeling, inquiry, hands-on learning, etc.
   - Plan a clear sequence of steps describing what you will say and do and what the children’s involvement will be. Be sure to make all your behavioral and learning expectations clear.
   - The step by step sequence of your instruction should clearly describe how you will teach and the children will acquire the content/information/objectives/etc.
   - Plan instruction that promotes higher level thinking and is based on developmentally effective approaches (NAEYC 4B/C/D/OSTP 1, 4)
   - Move from the concrete to the abstract.
   - If a child does not have a handle on a skill, even if the teacher has tried to teach it, treat it as a new skill, not review skill.
- Use as many senses, or learning modalities, as possible.
- If reviewing a skill, do not just assign a worksheet or game; during the instruction phase plan to systematically review the concept, then reinforce with a game or manipulative (under E, below).

**Plan for transitions during all phases of the lesson.**

Questioning:
- Using Bloom’s Taxonomy, list questions to be asked during the lesson; use fewer lower-level questions and more high-level questions. Questions drive the lesson and promote comprehensive development and learning outcomes for all young children. (NAEYC 4D/OSTP 1, 4)
- Explain your questioning strategies. Will you randomly call on students with hands raised? Will answers called-out be acknowledged? Will you employ some other method (i.e. drawing names written on Popsicle sticks from a can, etc.)?

E. Reinforcement:
- Purpose is to apply skill – transfer to real use. This is where the students demonstrate they have gained the knowledge/skill taught during the lesson. It should be a part of the lesson that is completed independent of the teacher, but can be done individually, in partners, groups, centers, etc.
- Variety and practical application is important.

F. Closure (INVOLVE the student)
- Student and teacher wrap-up and again make connections to real life and next lesson. Reconnect the learning to your objectives.
- Guide discussion about why the lesson is useful, important, etc. (i.e. “Why do you think we came up with these guidelines or rules about ed endings?”)

VIII. Evaluation/Assessment (BE SPECIFIC)

A. **Assessment/evaluation of student learning (planned for prior to implementing the lesson)** (NAEYC 3/OSTP 3)

1. **Focus on the sort of responses you will get from the students.** Identify the student work you will be assessing. It is often the work completed in the reinforcement section that will be assessed after/during implementation of the lesson, but does not have to be. Plan for how you will identify the strengths and weaknesses of the student in relation to the objective(s) and make recommendations for further instruction.

2. **Describe how you will document students’ achievement** – tie this to each objective listed above (i.e. checklist, anecdotal records, formal test, oral performance with a rubric, written product with a rubric, observation notes, etc.).

3. **State the criteria for the assessment** -what is the performance level expected by the students to demonstrate mastery? *Remember, you need to provide evidence for student achievement and you are held accountable for this.*

4. **Based on your above assessment results, anticipate what your follow-up plans may be.** What methods will you employ to re-teach the objective(s) (if deemed necessary)? What will students who mastered the objective do next?
B. Evaluation of self (to be completed post implementation of the lesson) - Identify your own strengths and weaknesses in regards to the lesson.
- Did you/students meet the objective? Why or why not?
- What did you learn about teaching from this experience?
- What would you change? Keep the same?

Evaluate yourself the same day your lesson was taught – do not delay as you might forget about something you want to remember.

C. Mentor Teacher Feedback:

NAEYC-National Association for the Education of Young Children
OSTP-Ohio Standards for the Teaching Profession
# Daily Lesson Plan – (Spring Semester)

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<th>Objective/Standards</th>
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<th>Procedure/Instruction (include time requirements and groupings)</th>
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<th>Outcomes (reflection after implementation)</th>
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SECTION SIX

➤ Sample Assignments
Sample Assignments

In this section are samples of 3 comprehensive lesson plans, a unit, completed lesson plan templates, and a Fall Semester reflection. These are not meant to be used verbatim but as models for the work you will complete for the field experience assignments.
Sample Lesson Plan #1 (comprehensive)

I. **Grade level/course**: First Grade/Mathematics

II. **Standards and Indicators**: Data Analysis and Probability

3. Display data in picture graphs with units of one and bar graphs with intervals of one.
4. Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.

III. **Materials**
- Dry erase board
- Dry erase markers
- 22 pieces of small paper
- Writing pens
- Crayons and markers
- Tape
- 22 pieces of larger paper

IV. **Prior Knowledge**:

A. **Of Student**: In order to successfully participate in this lesson, the children should have had opportunities to have class discussions. This is something that I believe takes place in our class. We have a morning meeting almost every day, and at the beginning of the week, we discuss together the things that we did over the weekend. This opportunity gives the children a chance to take turns and talk about what went on. The children are also learning that when they have something they want to say, they need to raise their hand to speak. The children should also have had opportunities to work with graphs. The children have participated in different graphing activities over the course of the school year. Activities that come to mind include a favorite ice cream graph, a favorite cookie graph, and a graph to help us pick the type of animal we should place in the class aquarium. The children should also have had opportunities to write sentences and draw pictures. The children in our class have had numerous opportunities to engage in these activities.

B. **Of Self**: In order to successfully teach the content of this lesson, I must be able to manage a small class discussion. I know that this sounds simple, but it is something that can be easily overlooked. When I ask the children to list their favorite things about being a first grader, their responses might get overly enthusiastic without my being there to make sure that everyone gets a chance to speak. I must make sure that I am letting the children know up front that they must take turns speaking and raise their hands if they have something they want to say. I must also be familiar with this lesson so that I can properly teach it to the children. This activity came from the website www.GeorgiaStandards.org. This activity was posted on this site by a teacher named Betty Glisson. In order to successfully teach this lesson, I should have read over the lesson plan on the website, consider any necessary modifications, and make sure that I am comfortable teaching this lesson to the children in our class.
Objectives
A. TCW create a graph together as a class by recording their favorite thing about being in the first grade using concrete objects.
B. TCW read the graph with teacher assistance and describe in writing what they learned from the graph and what predictions they might make about the data studied.

Purpose: The purpose of this lesson is for the children to have practice with making and reading the data collected in a graph. The purpose is also to provide opportunities to become familiar with this process because this is something the children will be asked to do on the upcoming benchmark tests.

V. Theoretical Input:
Through course work that I have completed, and through the reading of certain texts, I have learned that children learn in a variety of different ways. Howard Gardner is famous for identifying different categories of intelligences based on the diverse ways in which people learn. This particular lesson caters to the needs of different types of learners. The auditory learners will benefit from the class discussion before the graph is made and from the discussion after the graph is completed. The visual learners in our class will benefit from the opportunity to help create the graph and see how the graph is put together when each child tapes their response to the board. The verbal/linguistic learners will benefit by having the opportunity to share their thoughts through class discussion and by recording their favorite activity to complete in the first grade. I truly like this activity because it allows our students to construct knowledge about a mathematical concept in a very hands-on way.

VI. Methods or Procedures
A. Adaptations/Connections
1. There are two children in our classroom who have AD/HD. These two individuals have a hard time getting started on their work and staying on task. We have one child in our classroom that is gifted.
2. In order to accommodate the learning needs of the two students with AD/HD, I will try to have these students sit closer to the front of the group, or to the center of the group. I have noticed that when these two individuals sit too far to the back, or on the very edges of the group, they tend to have a harder time staying focused. I will also call on these two individuals near the beginning of the activity. I have also noticed that when these two students have a chance to participate in a lesson early on, they are also more likely to stay focused. I believe that since this activity will be led in a half group setting, the children will benefit from not having as many students in their group. I think that too many students participating in an activity like this could distract these individuals from focusing on the activity. In order to accommodate the gifted student in our class, I will challenge her to think about what she learned from the graph and work with her to think of a question that she might ask that could be answered from the data we collected.
3. In order to build upon the cultural background experiences of the students, before I introduce the topic, we will be graphing together. I will ask them to name a few of their favorite things to do at home. I will take a couple of responses from the students in each group. I will then let the children know that now that I have heard a couple of ideas about what their favorite home activities are, I want them to help me make a graph about what their favorite things are about being in the first grade. This will hopefully help the children make a connection between their home life and their life here at school because they are thinking about their favorite thing from both places.

B. Grouping
In our class, we do math in a half group setting. One half of our class will come back from music and complete this graphing activity and the other half of our class will be in German. This is an activity that will be twice, once with each half group. In order to introduce this activity, I will have the children sit on the carpet at the front of our room. It will be in this setting that I will talk briefly about what we will be doing and where we will have our discussion about our favorite things about the first grade. When the children are given paper to record their favorite thing about the first grade, I will let them quietly walk back to their seats where they can work. I will let them know that they don’t have to go back to their seat, but they need to go somewhere where no one else will see what they are working on because I want their ideas to be a secret. This will hopefully keep everyone from choosing the same activity.

C. Anticipatory Set
In order to bridge the gap between what the children already know and what is to be introduced, I will ask the children to think about their favorite things to do at home is. This will give them a chance to get into the mindset of thinking of some of their favorite things. I will then let the children know that today we will be making a graph together; we will be making a graph to record our favorite things about being in the first grade. I will tell the children that after we discuss our favorite things about being in the first grade, they will record what their favorite thing is about the first grade and then we will come back together to put our graph together. I will also let the children know that I will be asking them to read the graph when it is finished and help me answer some questions about the data that we have collected. After we have talked I will let the children know that they will need to draw the graph and write a sentence about what they learned from the graph as well as a question that they might answer from the data on the graph. I will explain that they will need to be paying attention when we are putting the graph together because watching as it is put together will help them read the graph and answer questions about the data collected. I will explain that I know that they understood what we have been working on if they can help me put the graph together and if they can write at least one sentence about what they learned from the graph and think of a question they might ask.
D. Instruction (Questions included throughout instruction instead of in questioning section)

After I have asked the children to think about some of their favorite things to do at home are, I will ask the children to tell me all of the things that they like about being in the first grade. At this point I am sure that the children will have a lot of responses to give. I will be sure to inform the children up front that I will only be calling on children who are raising their hands and not calling out. I will let them know that it is not fair to shout answers because there are other students who might get distracted by the unnecessary noise. I will let them know that I will be glad to hear from everyone and they are welcome to give more than one response, but that they must take turns and be polite to the other members in the group.

What are some of your favorite things about being in the first grade? Is there a subject that is your favorite? Is there a certain time of day that you like the most?

I will record the responses that the children give me on the dry erase board. I will let the children know that together we are going to make a graph together to record our favorite things about the first grade. At this point I will let them know that I am going to give each of them a piece of paper and a writer’s pen. I will let them know that they will need to go to a spot in the room at a table where they can draw their favorite thing about being in the first grade. I will let them know that they should draw their picture with the black writer’s pen and then if they have time they can use crayons or markers to color it in. I will also let them know that I would like for them to write at the top or bottom what their favorite thing is about the first grade. I will make sure they know that this could just be one or two words to help us figure it out. I will let them know that I am only going to give them about 10 minutes to work on this part of the graph. I will let them know that I will set the timer so that they know how much time they have left. I will ask them to not sit near anyone and to work without talking to their neighbors so no one will be tempted to use their answers. I will let them know that it will be fine if more than one person likes the same thing, but if they talk they might be influenced to change their minds.

While they are working: Which item are you going to draw on your paper? How would you explain that math is your favorite thing about first grade? What do you think that the most popular answer might be?

When the children have had approximately ten minutes to work on creating their picture, I will invite them to come back and join me on the carpet. I will explain that we are now going to place our papers on the board to make a graph together of our favorite things about the first grade. I will invite a student to come up and tape his/her picture on the board. Before he/she tapes their picture on the board, I will ask, should we start our graph from the top of the board or from the bottom? After the first student has placed his/her paper on the board, I will invite the other students to come up one at a time to tape their papers to the board. I will let the children know that it is okay if someone else has the same answer they do. If they do I will let them know that we will tape it on top of the other person’s who answer. After the children have taped their favorite things to the board I will mention that on the bottom axis of the graph we have the different types of favorite things. On the other axis we have the number of students who liked each activity.

When the graph has been put together I will ask the children some questions about the graph. What was the most popular response? How many more people chose recess than math? What if someone wanted to change their mind, or what if another student came in and chose math as their favorite. Would that change the results? How?
I will let the children know that I am going to give them a fresh piece of paper and on this paper I want them to draw the graph. I will let them know that their drawing shouldn’t be of everyone’s pictures, they should just say what the activity is at the bottom and draw the number of bars in each category. I will then let them know that I would like for them to write at least one sentence about the graph. I also want them to try and think of a question that they could ask about the graph and the information we have collected. I will pass out papers and invite the children to work on this at their seats.

E. Reinforcement
The reinforcement portion of this lesson will be for the children to first create their block for the graph of their favorite thing about the first grade. The second part of the reinforcement will be for the children to sketch the graph and to write their sentences and questions about what they learned from the graph.

F. Closure
At some point I will get both groups together and we will try to combine our two graphs so that the children can see how the graph changes when we add the answers of the other group. I will ask the children to think about what they learned from making this graph together. I will also explain that making a graph helped us figure out and display the most popular choice of what we liked about being first graders. The graph is a way that we can visually determine which responses were the most popular and which responses were not as popular.

VII. Evaluation/Assessment:
A. Of Students:
In order to assess the strengths and areas of concern of the children in our class, I will make informal observations of the class discussion, the individual work and the making of the graph to just monitor this process. I will be looking to see which students are able easily record their favorite activity and which students are easily able to help discuss the graph after it is complete. Evaluating the children’s written work will allow me to see what the children have concluded about the graph we created. It will also let me see which students have a grasp of making conclusions about graphing and which students could still use additional practice with these types of activities.

Future plans: I think that it would be beneficial (and fun) to complete a graph like this on a somewhat regular basis. I like the idea of having the children graph their favorite things. It would be fun to create a class book of our favorite things and see if it changes over time. The book could include the results of the graph and the pictures and sentences that went with the graph that was created.
B. Of self:
The first objective for this lesson was that the children would create a graph together as a class by recording their favorite thing about being in the first grade using concrete objects. This objective was met by the children in our class. Together we thought of possible answers to this question in a brainstorming session. The children then to this question in a brainstorming session. The children then worked independently to record their favorite thing about being in the first grade. The second objective for this lesson was that the children read the graph with teacher assistance and describe in writing what they learned from the graph and what predictions they might make about the data studied. This lesson was met by most of the children in our class. All of the children answered questions about the graph when we discussed the graph, but some children had trouble finishing the written portion of the graph. This is a lesson that I would definitely teach in the future. It was a very hands-on lesson involving each of the children in the class. The children really seemed to enjoy listing their favorite thing about being in the first grade.
Sample Lesson Plan #2 (comprehensive)

I. Grade level/course: First Grade/Science

II. Standards and Indicators:

*Scientific Inquiry* Doing *Scientific Inquiry* 3. Use appropriate safety procedures when completing scientific investigation. 6. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g. magnifiers, timers, and simple balances and other appropriate tools).

III. Materials:

- Science Safety Checklist – 23 copies
- Scissors, bowl of water, goggles, and magnifying glass (for class demonstration)
- Colored paper with safety checklist (to post in class)
- 23 – magnifying glasses
- 8 paper plates
- Variety of seeds: sunflower, watermelon, tomato, and pumpkin (for 2 – groups) zinnia, tomato (roma), pea (sugar snap), and pumpkin (for 2 – groups)
- 23 – index cards
- Dry erase board
- Dry erase marker

IV. Prior Knowledge:

A. Of Student (Student Background Knowledge):

- In order to successfully participate in this lesson, the students should have some background knowledge about their five senses. This concept was a standard learned in kindergarten. We will review the five senses to allow the children to recall this previous knowledge. The students should also have prior experiences collaborating in groups and following directions. My mentor teacher and I have incorporated this style of learning into many different lessons, so I know the students have acquired this knowledge. Finally, the students should have some background knowledge about safety in the classroom and with materials. During the first two weeks of school, the class generated lists from the S.T.A.R.S. chart; the first S stands for safety. I will direct the students’ attention to their list to allow them to recall this background knowledge.

B. Of Self (Teacher Background Knowledge):

- In order to successfully teach the content of this lesson, I must be able to provide the students with examples to allow them to recall prior knowledge. Since there are a lot of different materials needed for this lesson, I must be organized and prepared. I should prepare as much as I can in advance so that time is not wasted during instruction time. I should not only stress the importance of safety in the classroom, but I should also watch students as they use their tools and encourage those who are using them safely.
Finally, I should provide enough time for the children to observe their seeds, while not allowing for too much time for the children to lose focus.
-For this lesson, I am incorporating ideas that I found on the Ohio Department of Education’s website: http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8-53207c with the information I found on the National Science Teachers Association Website: http://www.3.nsta.org/main/news/stories/science_and_children.php?news_story_ID=52414.

V. Objectives and Purpose(s):

- The children will indicate appropriate safety procedures when they observe the seeds: waiting until permission is given to use the materials, keeping the seeds out of their mouths, and cleaning up their work area when complete.
- The children will demonstrate the safe use of a magnifying glass as they observe the seeds by following the directions given for using it.

Purpose: The purpose for this lesson is to provide an experience for using safety procedures that are used in science investigations while introducing the concept of making good observations.

VI. Theoretical Input:

In the book, Teaching Children Science – A Discovery Approach, it discusses how Piaget’s ideas have practical classroom applications; for example, “…offer children many experiences to use the acquired abilities with respect to the observations, classification, and arrangement of objects according to some property. Any science activities that include observing, collecting, and sorting objects should be able to be done with some ease” (Abruscato, p. 28). This lesson will provide a simple activity about making good observations after discussing and generating ideas about how to make them. The activity offers the children exploration of concrete materials as they make their observations.

VII. Method or Procedure:

A. Adaptations/Connections:

1.) There are no children who are on an IEP; however, there are a few students who have previously demonstrated their inability to follow directions and control their bodies when collaborating in small groups.
4.) To accommodate the learning for all of the students, I will use explicit directions and ask for students to repeat back to me their understanding of my directions. I will stand close by to the students who may have difficulty controlling their bodies and following directions. I will acknowledge the students who are demonstrating the safe use of the materials and tools as they conduct their observations.
5.) To connect this lesson with the children’s daily lives, I have chosen some seeds that should be recognizable to all of the children. Since it is getting close to Halloween, many of the children have previous home experiences with pumpkins; therefore, the children can connect meaning between what they see during their observation with an experience at home.
B. Grouping:
- The children will be at their seats during the duration of the lesson. During the activity, the children will be grouped according to how their desks are arranged in 4 groups of 6. The desks are grouped heterogeneously and the children have prior experiences with these other students during previous cooperative learning activities. Since this lesson includes large group discussion, instruction, and an activity, it will save time to have the students stay in their own seats.

C. Anticipatory Set/Introduction:
- I will direct the students’ attention to the sentence strips that state what they will learn and how they will demonstrate their learning. I will then show the students the list they had generated the second week of school about safety. I will stress to the students the importance of safety in the classroom and while conducting science activities. Finally, I will tell the children that if they can demonstrate to me their understanding of science safety procedures, they will be able to conduct an observation science activity.

D. Instruction:
- I will pass out the Safety Checklist to the students. I will read each of the ten statements directing the students to place a check either in the ‘I understand’ column or the ‘I don’t understand’ column. After reading the list, I will ask the students to raise their hand if they have any checks in the ‘I don’t understand’ column. We will review, if necessary, any statement that was marked ‘I don’t understand’. I will tell the students to write their name at the bottom of the paper. I will ask the students: Why do you think it is important that you understand the statements on the checklist? I will tell the children to keep their safety checklist in their folder as a reference. I will hang up my paper of the safety checklist and tell the students that they can also use it as a reference throughout the year.
- Next, I will have a pair of scissors in my hand and model to the children how to hold the scissors by the point. I will demonstrate to the children how to walk slowly when carrying scissors. I will ask the students: What are some other safety tips you can give about using scissors safely?
- After that, I will have a bowl of water in my hands and explain the importance of carrying and experimenting with it carefully. I will ask the children: What are some things that could happen if I am not careful with the water? I will call upon a student to model how to carefully expose of the water in the sink; stressing the importance of using two hands and walking slowly. I will also explain to the students the importance of never tasting any of the materials, unless instructed to do so; even water can be contaminated and cause illness.
- I will then have a pair of goggles and explain to the children that sometimes an experiment will require children to wear goggles. I will ask the children: Why do you think wearing goggles may sometimes be needed?
- Next, I will have a magnifying glass. I will tell the children that some observations will include the use of a magnifying glass. I will ask the children: How can I show safe ways to use this tool? What would it look like if I wasn’t using a magnifying glass safely? I will tell the children that they will be using a magnifying glass during their observation activity.
- I will ask the students to recall what they learned in kindergarten about the five senses. I will ask them to: Name one of the five senses. I will continue this until all five senses are named as I write each one on the board.
- I will then ask: How do we make observations? During the students’ replies, I will point out the difference between an observation empirically made (though the use of our senses) and other nonscientific statements; such as, ‘the seed is ugly’. I will then ask: Can someone make an observation about this room? I will write on the board, ‘Making Good Observations’ and write the replied observations underneath.
E. Reinforcement:
- I will explain to the students that they will each be provided with a magnifying glass and each table will have two plates with the same assortment of seeds on it. I will remind the students that this is the time to demonstrate their understanding of applying the safety procedures we had previously discussed. I will tell the students they have five minutes to explore the various seeds. While the children are exploring the seeds, I will be sure to place myself close by to the children who may pose behavior challenges.
- After five minutes, I will tell the students to choose one seed on which to focus all of their ‘powers of observation’. I will pass out an index card and instruct the students to record as many detailed observations as they can about the seed. As the children record their observations, I will walk around and pose questions which may include: **What sense did you use to make this observation?** **I see that you only used you sense of sight; what other sense could you use?** **Is this statement an observation, or does it describe how you feel about the seed?**
- After the students recorded their observations, I will instruct the students to place their observation cards and seeds on the plate. I will redistribute the plates to different groups and then ask the students to select one of the observations cards and find the seed being described. I will call upon one student from each group to read the card and seed they chose; then, ask the student who wrote it to verify the accuracy of the selected seed.

F. Closure:
I will collect the plates, seeds, and cards. I will ask the students: **Which observation did you find most helpful? Why?** I will add the statements to the list of ‘Making Good Observations’. **What did we learn today about making good observations?** I will be looking for answers to include: use details, use other senses, handling the tools and materials safely, and use descriptions that were not based upon opinion.

VIII. Evaluation/Assessment:

A. Assessment/evaluation of student:
- Since the objectives pertain to demonstrating safety procedures during scientific inquiries, I will base my assessment accordingly. I will observe before, during, and after the tools and materials are distributed/collected and use a checklist as an assessment.
- The checklist will have a column yes or no:
  1) The student listened to the directions given.
  2) The student walked slowly when carrying materials.
  3) The student did not put any object in their mouth.
  4) The student used the tools safely.
  5) The student waited until permission was given to use the materials.
  6) The student cleaned up their work area at the end of the activity.
  7) The student returned materials where they got them.
  8) The student kept their hands and tools away from other students.

Future Plans: If I notice that a child has not received mostly a “Yes” in the categories on the checklist, I will conference with them individually during center time.

B. Evaluation of self:
- I must admit that I was a little apprehensive teaching this science lesson. I do understand the importance of children learning through hands-on experiences; however, sometimes this can become very problematic if proper classroom management is not established. My apprehensions were diminished early on in this lesson. Explaining my expectations at the start of the lesson and giving encouragement to the children who I saw following my instructions led to a very successful lesson.
Both objectives were met. I feel that reading through the safety checklist, having the children sign the checklist and providing example models led to meeting both of the objectives. As I passed out materials, I gave explicit directions about when and how to use them; the children waited until I gave the directions for them to use the materials. We discussed the 5 senses and I wrote each one on the board. Before the experiment, I told the children that they would be able to use 4 out the 5 senses and I put a black x through the word taste; the children did not put any of the seeds in their mouths. I assigned certain tasks to students when cleaning up, stating that I was looking for students who can clean up in a safe manner. Not only did those children walk slowly when bringing me the seeds, collecting the magnifying glasses and index cards, the other children quickly, quietly, and safely cleaned up their spaces as well. During the experiment, one student dropped her magnifying glass twice. After the second drop, I gave her a warning that she would no longer be able to participate if she dropped it again because she was showing that she did not know how to handle her tool safely; she did not drop it again thereafter.

I learned from this teaching experience that by telling the students in the beginning of the lesson what they will be learning, how they will learn it and what my expectations are during their learning that the students will respond in a positive manner. I also think by having the students sign a checklist which stated they understood how to handle materials and tools properly, it helped keep them on task and gave them ownership of their actions.

I cannot think of any changes that I would make to this lesson. I feel that it was very successful and the students benefited from everything that occurred in the lesson.

B. Mentor Teacher Feedback:
Sample Lesson Plan #3 (comprehensive)

I. Grade level/course:

First Grade/Social Studies

II. Standards and Indicators:

*Citizenship Rights and Responsibilities Participation* 1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated. *Social Studies Skills and Method Problem Solving* 6. Display courtesy and respect for others in group setting including: a. staying on the topic; b. Focusing attention on the speaker.

III. Materials:

- Clock or wristwatch
- Image of millipede

IV. Prior Knowledge:

A. Of Student (Student Background Knowledge):

- Over the past week, the children have been discussing and learning about teamwork. They have participated in various activities led by my mentor teacher, some of which involved the introduction of various vocabulary words such as: *sportsmanship*, *cooperation*, *teamwork*, and *fair play*. This background knowledge will help the children as they participate in this lesson; especially, when they participate in the activity as small groups and will need to brainstorm ideas to form their creature.

B. Of Self (Teacher Background Knowledge):

- In order to successfully teach this lesson, I must be prepared with questions to ask students as they perform the different activities. I must be prepared with how I will respond to their replies as well as with any extensions to their comments. Classroom management will play a huge role in this lesson since both activities involve a lot of movement and discussion. It is important that I stay actively involved in this lesson so that the students are always aware of my presence.

- The lesson was adapted from *Creatures in Motion* from a company called Population Connection. A representative visited my Social Studies class last spring and performed a mini workshop for us; I have wanted to use what I had learned ever since. We received a CD-ROM with activities, ideas, background information, and suggestions; however, the some of the same information can be found at their website www.populationconnection.org.

V. Objectives and Purpose(s):

- The children will demonstrate the importance of respecting others and working cooperatively as they work in large and small groups creating their creatures.
- The children will indicate their attention is focused on the speaker as they listen (without talking) while someone else is speaking and look at the speaker.
- The children will demonstrate staying on task by discussing only the topic at hand and as they participate in the design of their creature.

Purpose: The purpose of this lesson is to provide an opportunity for children to use the skills they have previously learned about teamwork; which include, but not limited to cooperating, organizing, focusing, and respecting others.
VI. Theoretical Input: (Rationale Statement)

Having the knowledge and skills to work collaboratively with others is something that every child needs to learn in order to be successful inside and outside of the classroom and all throughout their lives. According to the book *Creating Inclusive Classrooms* by Spencer J. Salend, “(Cooperative learning) promotes friendships and encourages mutual respect, self-esteem, and learning among students of various academic abilities and different language, racial, and ethnic backgrounds (Boaler, 2006)” (p. 402). I am choosing to teach this lesson by first discussing with the students what they already know. I will then provide an activity that they will actively participate in, which will involve the skills previously discussed. Next, I will offer the children an activity where they will experience cooperative learning. Finally, I will provide time for a large group discussion about their learning experience.

VII. Method or Procedure:

A. Adaptations/Connections:

1. Currently there are no children with special learning needs in the classroom.

6.) Although there are no children with special learning needs, I understand that not all children learn in the same manner. The lesson will offer large group and small group discussions, an opportunity to demonstrate their learned knowledge, and finally a wrap-up large group discussion.

7.) I will ask the children questions that will relate to their home life; these questions and comments will help the children connect with the lesson. Some of the questions that I will address include: do you share a bedroom with a sibling, have you had to wait in long lines at an amusement park, have you been in a car that was involved in a traffic jam, have you been to a parade or a ball game with a lot of people around, do you like to go to the park where there is a lot of open spaces?

B. Grouping:

-In the first part of the lesson, the children will be in a large group. Here, I will have the children recall previous learned knowledge about teamwork and cooperation. While the children are still in a large group, I will extend upon their learned knowledge with questions and comments that will connect with their home/daily lives as well as provide different scenarios about cooperation with a large group of people and cooperation with a small group of people. The children will then participate in a large group activity that requires all of the students to move around the room. The children will then return to their seats and discuss this activity as a large group. I will then provide information to them for their small group activity. After demonstrating to the class what their group collaborated on, we will gather one last time as a large group to discuss this lesson.

-When the children will form their centipede, the centipede will need a leader (head). I have predetermined a student to fill this role. I made this decision because I have observed this student to portray characteristics such as, listening, controlling her body, following directions, and being safe which are all needed when having twenty-two other students following her during a lesson. I have also predetermined the small groups. The children have not had many opportunities yet to collaborate in this manner and I wanted to be sure the groups would all be successful in this lesson. I first placed a student in each group that portrayed similar characteristics as the leader of the centipede. Secondly, I placed a student in each group which may have somewhat of a difficult time staying focused. Lastly, I placed the remaining children by either their gender (to have a mix of boys and girls in each group) or by where they normally sit (I tried to provide an opportunity for children to participate with children that did not sit at their ‘table’).

C. Anticipatory Set/Introduction:

I will explain to the students that this lesson will go along with what they have been learning about with teamwork. I will have them recall previous activities and lessons related to this topic such as using the letters from the word teamwork to form other words, the reading of the big book titled *Teamwork*, and their writing with illustration about teamwork. I will direct their attention to the sentence strips that are placed in the pocket chart which read: *I will work cooperatively with others. I will focus my attention to the speaker. I will stay on task. I ask the students, ‘How do you work cooperatively with others? How do you show that your attention is to the speaker? What does staying on task mean?’* Finally, I will tell the students that the activities in this lesson will involve movement around the classroom. I will tell the students that they will need to use all of these skills during the lesson. I will show excitement and enthusiasm about the lesson as I explain what will occur in a manner that will grab their attention.
D. Instruction:
After discussing the introduction, I will ask, ‘Does anyone have to share a room with their brother or sister?’ After looking at the amount of hands raised and acknowledging the amount, I will make a comment about how sharing a room with someone else requires a lot of cooperation. I will also comment that some things to consider is when and where you are going to sleep, where to put your toys and/or clothes, and what to hang on the wall. I will then talk about how some people may live in the city where they are surrounded by buildings and people and others live in the country and are surrounded by land. There are times when we would like to be surrounded by a lot of people and times where crowds make things more difficult. I will then say that when working as a group, cooperation may be necessary to achieve common goals. Some activities work better with just a few people, while others work better with lots of people. I will then ask, ‘Does anyone know what a centipede is?’ After calling on a few students, I will show the photo of a centipede as I explain that a centipede is a bug-like creature with lots of legs. In order for the bug to move, its legs need to move the same way at the same time. I will tell the students that they will form their own centipede and they will walk around the classroom. I will explain to the students that it will require them to stay and walk together to keep the centipede from breaking. I will say that the centipede will need a leader/head. After looking at the students who will raise their hands, I will call upon my pre-selected leader. I will call upon a second student to line-up behind the leader with their hands on the leader’s shoulders standing arm lengths apart. I will call upon the following students slowly to ensure they are lining up in the correct manner, I will then speed up the process so that the remaining students as well as those already in line do not become restless. Once they are lined-up, I will say, ‘At my signal, you will walk around the classroom. Remember that in order to move without breaking the centipede, you will need to follow the person in front you.’ I will tell the leader to begin moving. As the ‘centipede’ moves, I will comment on the students who are following the leader and using cooperation skills to help keep the centipede together. After the centipede walks around for sixty to ninety seconds, I will tell the leader to make her way to her desk and have the rest of the centipede follow. Once the students are back at their seats, I will ask them some questions:

- How is moving like a centipede similar to walking by yourself?
- How is it different?
- How would you like to walk to school or to the park everyday as part of a centipede? Why?
- What did you have to do in order for the centipede to stay together?

The purpose of these questions is to lead the children into thinking about how they need to adapt their own actions when others are involved. These actions include respect, focus, and cooperation; which, are the concepts being taught in this lesson.

E. Reinforcement:
-After the discussion about the large group activity, I will explain to the students that they will now form into small groups and form their own creature. I will tell them that everyone in their group must be touching another person, whether it is their arm, shoulder, back, etc. I will also tell them that their creature must be able to move 8 blocks (of tiles). I will remind the students that when discussing and forming their creature, they should be mindful of using cooperation, focusing on the speaker, and staying on task. Finally, I will tell them that they have 10 minutes to discuss and try-out their creature before they show the whole class. I will call off the names of each group and direct them into separate areas of the classroom.
-As the children collaborate, I will walk around the room and observe how they are following the instructions. Once their time is up, I will direct the students where to stand as they watch each group demonstrate the movements of their creature. I will offer encouragement and acknowledge the efforts of each group. I will also use this time to assess if the students are meeting the objectives, both as participants and as an audience. Once the students finish their demonstrations, I will direct them back to their desks for a wrap-up group discussion.
F. Closure (INVOLVE the student)

-I will ask the students some questions to connect their activity with the lesson.

- What problems did you face walking as a team?
- How did your team make the decisions…to be a certain creature or where different people were going to be placed?
- How did your team use cooperation?
- How could you tell that your team listened to your ideas?
- Why do you think these activities were important for you to participate?

The students’ responses will help determine if further questions and/or comments will be necessary.

VIII. Evaluation/Assessment (BE SPECIFIC)

A. Assessment/evaluation of student:

I will observe how the students participate in both the small and large group activities as well as their replies during the discussions. I will use a checklist with each of the objectives listed as headings and determine if the students are meeting the objectives. I will use this checklist from the first activity to help determine which students to observe during the second activity. The students who I observe not meeting the objectives will be the students I will call upon during the wrap-up discussion. Their responses will also help determine if they at least understand the concept of teamwork and may have some difficulty applying it or do not understand the concept at all. My expectations of how the students meet the objectives include: students who participate in the discussion by providing their input – either in the large or small group, students who give their attention to the speaker – either myself or a student who is speaking, students who give their attention to the small groups as they demonstrate their creature, students who know their role during their group’s demonstration, and students who stay on topic – either during large group discussion, during small group discussion, or during demonstrations.

Future Plans: The students who demonstrate that they cannot meet the objectives will be placed in different groups in the future with students who have met the objectives– having other peers model cooperation, focusing attention, and staying on task will assist with those students who cannot. I will also identify when I see students use the skills required for teamwork and cooperation throughout other lessons so these students can witness it as it occurs.

B. Evaluation of self:

After teaching the lesson, I assessed that all of the objectives were met. There were only a couple of instances where students did not show that they were meeting these objectives. One time was during the introduction, one student had his back turned to me, so I asked, "How does the speaker know that their audience is listening?" A student replied that their eyes are on the speaker. I then said, “Does this mean that since I am speaking now, I should see everyone’s eyes so that I know they are listening?” The student replied yes; the student with their back turned toward me, turned around and looked at me. I made sure that I made eye contact with him, which was my way of showing him that I was talking about him without having to say his name. Another time was during the small group demonstration, two girls (who were not part of the demonstration) were locking arms and about to spin around. I stepped closer to the girls and asked them if they thought they were showing how to focus on the speaker. They both replied no. I then told them to show that they knew how to focus and stay on task. Besides those two instances, I did not have to give any other reminders during the lesson.
I learned from this experience that telling the students up front what the lesson will entail and why makes the children feel a part of the lesson – it offers them guidance and purpose. I also learned that giving explicit directions and being prepared is essential when teaching a lesson; especially, a lesson where there will be a lot of physical movement and interaction. I don’t know why I was surprised at how well the students handled themselves during the activities, but as I reflect on it, I think it was because I gave explicit directions, communicated to the students the expectations of their behavior, and I interacted with them throughout the lesson.

The students really seemed to enjoy this lesson. I think if I would change anything in the future, it may be to shorten the introduction. The children already had many discussions about teamwork, so in the future, I would simply remind the students of previous teamwork activities, go over the objectives for the lesson, and begin the first activity.

C. Mentor Teacher Feedback:
SAMPLE UNIT

Five Day Space Unit

Unit Write-Up (Rationale)

The five days of lesson plans that follow detail a unit about outer space. Science and language arts are the two content areas most heavily incorporated into the unit, but social studies elements and math are embedded as well. Literature will be an integral part of learning about each topic within the unit. Books will be read as part of instruction, a wealth of literature will be available for free reading, and teacher read-alouds will focus on space this week. The activities and lessons of each day are designed to align with content standards and theoretically sound practices. Constructivist and social learning theories were considered when designing the lessons.

Day One introduces the unit and lays the framework for the week. Students participate in the creation of a master KWL chart that will be used to drive the entire week. On this day space journals are introduced. The journals will be used each day to allow the transfer of fresh learning from mind to paper. Students will be allowed to keep these journals as permanent products of the unit. These will also serve a critical role in the daily assessment of activities.

Day Two focuses on three different topics. Stations will be set up to facilitate diverse learning in an organized fashion. Students will learn about the relationship between the sun, moon and earth at the first station. This station allows students to work together to create a model of these entities. At Station B, students learn about the moon and participate in a demonstration of its phases. Station C allows students the opportunity to see a simulation of the night sky and an artistic representation of such.

On Day Three, students learn about the planets. They will collaborate to create a model of the solar system. This will serve as a motivating factor to learn about each planet’s unique features.

The Fourth day centers on the study of astronauts. Day Four’s activity allows the students to step into the role of either an astronaut or an interviewer. This activity supports social learning theory since students communicate and cooperate to create a product.

Day Five allows the students to use the week’s learning to create their own book, All About Space. This book will be shared with another class, which takes the class to the level of teaching others their space knowledge.

Authentic assessment measures will be used each day to evaluate learning. These include observation, anecdotal notes, interviews, and student journals scored against a predetermined rubric. This rubric assesses three areas to provide a complete assessment. Content specificity, accuracy of information, and effort will all be considered. These assessment measures will not only evaluate student learning, but they will also guide future teaching by giving me relevant feedback on any elements to be omitted, added to, or otherwise altered in the future.
Space Unit

**DAY ONE - Unit introduction**

*Space KWL*

I. **Grade Level/Course:** Second Grade/Primary Practicum

II. **Curriculum Area; Related Standards:** Science, Language Arts; Explore student-generated “how” questions, Identify sources used to gather information; Compare and contrast information in text with prior knowledge and experiences; Communicate information in writing.

III. **Materials:**
   1. Big Book *What is in Space* by Cutting
   2. *The Solar System* by Sipiera
   3. Chart paper/Marker for KWL
   4. Space Journals to distribute (18)
   5. Image of space from www.google.com

IV. **Prior knowledge/Experience:**
   a. **Of student** - Students were exposed to the basics of the solar system last year. They learned that there are nine main planets, and learned that space includes our sun, moon, and many stars. They have all seen the sky during the day and at night.
   b. **Of self** - Teacher must be familiar with solar system information in order to teach it. An excellent resource is *Our Solar System* by Seymour Simon.

V. **Objectives/Purposes:**
   Students will:
   - Explore student-generated “how” questions
   - Identify sources used to gather information
   - Compare and contrast information in text with prior knowledge and experiences
   - Communicate information in writing

   The purpose of this lesson is to introduce the major topics to be covered throughout the week. Students’ interest will be piqued without revealing too much information. Students will organize information about their knowledge into a KWL and will begin their space journals, which will serve as a means of assessment throughout the unit.

VI. **Theoretical Input/Rationale:** This lesson is appropriate because it provides an opening to the entire week’s unit. By identifying what the students already know and what they wish to learn, the week’s lessons can be aligned with this information. It is also important that students be able to identify sources that can be used to gather information. This will help them throughout life when they are researching. This lesson is being taught in an interactive manner because children learn best when actively involved in their learning.
VII. Methods/Procedures:
   A. Adaptations/Connections
      1. One student in the class is hard of hearing. Different learning styles exist in the class including visual and auditory learners.
      2. This student carries a speaker box around with him, and I wear a headset that is remotely connected to the box. His level of hearing loss is such that this is sufficient accommodation. The varying learning styles will be accommodated since they will both see and hear the book.
      3. The activity builds on the students’ cultural background experiences since they are all surrounded by the same atmosphere. They have all looked at the sun, the stars and the moon. They have all heard of the different planets. They all know what an astronaut is, and think it is a fascinating job.

   B. Grouping
      This activity is implemented with the whole group. They will complete their space journals individually at the end of the lesson. We will then come back together as a group so some students may share their journals.

   C. Anticipatory Set/Introduction:
      I will show the students a picture of space and ask what this is. I will then ask the question, “What is space?” and let several students answer. I will clarify that this is a different kind of space from personal space. Next, I will inform the students that we will be learning all about space this week. They will be told that the main aspects of space that we’ll study are the sun, moon and stars, the planets, and astronauts. I’ll ask if anyone already knows anything about these subjects. I will flip to the KWL chart on my chart paper and move to Instruction.

   D. Instruction:
      I will:
      • Remind students of my previously established rules (raise hand; only answer what I ask, etc.)
      • Ask what they know about space
      • Fill in the “Know” column with their correct responses
      • Ask what they would like to find out about space
      • Fill in the “Want to know” column with their responses
      • Guide them, if needed, to include questions about the sun, moon, stars, planets, and astronauts by asking questions (see below)
      • Tell students that these books are all about space, so we can find some of our answers inside. The books chosen are intentionally brief. This provides a foundation but ensures against loading too much of the week’s content into the introductory lesson.
      • Tell children that they’ll need to listen extra carefully so they know what we learn from the KWL chart
      • Read books
      • Shift conversation back to KWL, fill in L column as appropriate
      • Highlight the Ws and Ls that correspond in matching colors. This will make it easier to see what still needs to be addressed.
      • Say that our KWL will be all colored in by the week’s end
      • Mention that we still have many, many questions unanswered
      • Ask how we can find out the answers to these questions throughout the week
      • Guide, if necessary, to include online searches, books, and teachers as the sources of information we will use to seek answers.
Questioning:
- What is space?
- What do you know about stars?
- What do you know about the moon?
- What do you know about the sun?
- What do you know about the planets?
- What do you know about astronauts?
- What would you like to know about these things?
- Look at this picture of the moon. Who is that man? What would you like to know about astronauts?
- What are these? (Stars) What do you want to know about them? (Follow this procedure for planets, sun)
- How can we find out the answers to all these questions this week?

E. Reinforcement

I will introduce the Space Journals that the students will be using each day. I will tell them that every day; they’ll get a chance to “pour out” their new knowledge into their journals. I’ll tell them that I’ll be using these to find out who has been a good listener, so they need to write down as much as possible every day. They will be encouraged to illustrate their writings. I’ll mention that by the end of the week, they should have a rich account of the week’s learning. I will tell the students that 3 or 4 different people will have the chance to share their journal each day before moving on. When they are done, they may silently read any of the space related books that will be in the room. After this introduction, I will distribute the journals and give the students about 10 minutes to write about what they learned today.

F. Closure/Transition:

When the students are done, we will come back together for Journal Share. This is a regular part of our day now, and they enjoy it greatly. As usual, the class will be able to ask questions or give compliments to the writer. Afterwards, I will quickly recap the day, and briefly hint at Tuesday’s theme as a teaser. This will close the first lesson.

VIII. Evaluation/Assessment:

Of students:
Learning will be assessed through observation, anecdotal notes, and Space journals.
- Observation - I will be looking to see that students are actively involved in the process of the KWL. Anyone who is not participating will be drawn back into the lesson by asking questions.
- Anecdotal Notes - I will transfer my observations into quick notes immediately following the lesson, while students are working on their journals. These can guide me later in the week by identifying students who seem less involved than they should be.
- Space Journals - I will use these to see what the students remembered, and also to see what they enjoyed learning the most. They tend to write about the things that they find most interesting. If a number of students appear to have enjoyed a certain part of the lesson the most, that element can be incorporated more heavily through the week.

Of self:

To be added post-lesson
DAY TWO

Sun, Moon, Earth and Stars activities/demonstrations

IV. Grade Level/Course: Second Grade/Primary Practicum

V. Curriculum Area; Related Standards: Science; Recognize that there are more stars in the sky than anyone can easily count; Observe and describe how the moon appears a little different every day but looks nearly the same again every four weeks; Communicate information in writing; Identify the relationship between the sun, moon, and earth; Pursue student-generated “how” questions.

VI. Materials:
1. Ongoing KWL
2. *The Moon* by Michael George
3. *Our Solar System* by Simon
5. Sugar Cookies
6. Thin white paint, paintbrush
7. Large sheet of black paper
8. Three signs reading Earth, Sun, and Moon respectively
9. Computer with Adastra bookmarked (night sky simulator)
10. Moon phase cut-outs from “What is a Cycle?” teacher’s guide from Newbridge Early Science Program

IX. Prior knowledge/Experience:
   a. Of student - Students were introduced on Day One to all elements of today’s activities. They have background knowledge about the stars, sun, moon, and earth. They have read Magic School Bus books before.
   b. Of self - I will have to be familiar with all of today’s content. I will research these things through books from the library. The Simon book will also be a helpful resource.

X. Objectives/Purposes:
Students will:
- Recognize that there are more stars in the sky than anyone can easily count
- Observe and describe how the moon appears a little different every day but looks nearly the same again every four weeks
- Communicate information in writing
- Identify the relationship between the sun, moon, and earth
- Pursue student-generated “how” questions

The purpose of these activities is to involve the students in hands-on learning about some of the most important elements of our solar system: Sun, moon, stars and earth. Students must have a foundation of knowledge about these things for future learning since the interaction of the objects in space affects our lives here on our planet.

XI. Theoretical Input/Rationale: This lesson is appropriate because, according to constructivist theory, children learn best when given the opportunity to build their own knowledge in a hands-on manner. The activities are being carried out at three stations so that children may experience three separate activities in one day. The small group format will allow for scaffolding to occur, in keeping with social learning theory.
Methods/Procedures:

A. Adaptations/Connections

1. One student in the class is hard of hearing. Various learning styles exist in the class including visual and auditory.
2. This student carries a speaker box around with him, and I wear a headset that is remotely connected to the box. His level of hearing loss is such that this is sufficient accommodation. The adult who has this student at the time will wear the headset. The varying learning styles will be accommodated since the students will be hearing, seeing, and actively participating in the day’s activities.
3. The activity builds on the students’ cultural background experiences since they have all learned basic information in these areas and have all observed the sun, the moon, and the stars.

B. Grouping

The introductory and part of the instructional phase will occur in a whole group setting on the carpet. The three activities that make up part of the instruction are implemented in three groups of six random students. The groups of six students will move from one station to another (see instruction below).

C. Anticipatory Set/Introduction:

I will gather the students on the carpet and excitedly tell them that today they are going to watch me paint the stars. I’ll say they are going to become the sun, the earth, or the moon. I will tell them they are going to eat the moon. I’ll tell them that they will get the chance to visit three different stations around the room, but first, we are going to take a trip through our solar system with Ms. Frizzle’s class and the Magic School Bus.

D. Instruction:

I will:

- Remind students of my previously established rules (raise hand; only answer what I ask, etc.)
- Display the ongoing KWL and see what we still want to learn
- Read the Magic School Bus... excerpts, asking questions (see below)
- Add to the L column, highlight corresponding W and L concepts in matching colors
- Explain the procedure for going to the three stations: You’ll be in groups of six. I’ll tell you where to go first. You’ll do an activity with either Mrs. Soucek, myself or Mrs. Desch (who is our class mom and has agreed to help whenever needed on this unit). If you make something, put it in your mailbox when you are done. If you finish early, you may get a space book and read. You will then switch to your second station, then to your third. Then we’ll come back together and talk about our experiences.
- Announce groupings (which will be random), send students in first two groups to other two adults, have final six stay with me. We’ll move to our station.

-Station A- This part of the instruction will be delivered by the adult present

- “Remember what Mrs. Frizzle’s class taught us about the moon traveling around the earth, and the earth (and the moon) traveling around the sun? Let’s act it out! Everyone will get a chance to participate.”
- Adult will choose three students. One will wear an Earth sign, one will wear a Moon sign, and one will wear a Sun sign. Adult will explain following procedure, and then the students will carry it out.
- The sun will stand still. The earth will walk very slowly around the sun. Like we learned in the book, the earth is always both moving around the sun and spinning around, or rotating,
so spin around slowly while you walk. The moon will do the same thing, but around the earth.

- Repeat step above with the other three students
- Have students sit at the station; give each 14 shuffled cards with one word or period per card. The cards read, “The-moon-goes-around-the-earth.-.The-earth-goes-around-the-sun.-.-
- Students work with cards until the above word order is achieved; They then paste it onto a sheet of paper and turn it into the adult

-Station B- This part of the instruction will be delivered by the adult present
  - Watch night sky simulation on computer (see Materials)
  - Read The Moon (excerpts)
  - Tell students they get to “eat the moon” to represent its various phases
  - Distribute one cookie to each child
  - Pass out moon phase cut-outs
  - Ask which one is the closest to a full moon, have students take bite to look like a gibbous moon
  - Repeat this step until a crescent moon is achieved
  - Ask students what it is called when the moon cannot be seen (New)
  - Allow children to eat the final bite
  - Have students arrange the moon cut-outs on paper, label them for additional practice, and turn into the adult present

-Station C- This part of the instruction will be delivered by the adult present
  - Ask, “How high do you think you could count?”
  - Have students guess how many stars can be seen on a clear night
  - Tell them that approximately 2,500 can be seen without equipment, and that with a telescope, millions more can be seen. In all, there may be as many as 200 billion stars
  - Ask if they think they could count them all
  - When they say no, tell them that you’re going to make a night sky right now during the school day so they can get an idea of what the sky looks like when you get out of the city (Explain how city lights affect ability to see stars)
  - Use black paper and white paint, fleck paint onto paper with thumb and paintbrush until the paper has innumerable specks
  - Move to computer, watch night sky simulation on computer

Questioning:

- What things do we still wish to learn? (Answer using KWL)
- What makes night and day?
- What’s the difference between rotating and revolving?
- How long does it take the earth to rotate one time?
- Do you weigh more on the moon, or less? How much less?
- How hot is the sun? How can I write that number? How else?
- What does gravity do?
- If the moon goes around the earth, and the earth goes around the sun, does the moon go around the sun? How did you figure that out?
- Does the moon make its own light? Then how does it look “lit up”?
What is this phase of the moon called?
What do you call a moon that cannot be seen because of the shadows?
How high do you think you could count?
How many stars do you think you can see on a clear night?
Could you count all those stars?

E. Reinforcement
After all students have been to the three stations, we will gather on the carpet. I’ll call on volunteers to talk about what they learned. After some discussion, I’ll refer to the KWL and point out that some more of our questions have been answered. I’ll fill in the L column accordingly, and highlight corresponding W and L elements. Then we’ll move to the closing activity.

F. Closure/Transition:
The students will be dismissed from the carpet to write in their space journals at their seats. They will write about and illustrate what they learned. When they are finished, they may silently read any of the space related books that will be in the room. When the students are done, we will come back together for Journal Share. A few students will be chosen randomly to share. As usual, the class will be able to ask questions or give compliments to the writer. Afterwards, I will quickly recap the day, and briefly hint at Wednesday’s theme as a teaser. This will close the day’s lesson.

XII. Evaluation/Assessment:

Of students:
Learning will be assessed through Observation and anecdotal notes, work samples, and evaluation of space journals.

- Observation - I will be looking to see that students are actively involved in the process of the KWL. I will also observe the students as they work at the station I am facilitating. Anyone who is not participating will be drawn back into the lesson by asking questions.
- Anecdotal Notes - I will transfer my observations into quick notes immediately following the lesson, while students are working on their journals. These can guide me later in the week by identifying students who seem less involved than they should be.
- Work Samples - I will evaluate their work samples from the stations to check their understanding. I will be looking to see if they can correctly identify the relationship between the sun, moon and earth and if they know the moon’s phases. This will reveal any re-teaching that needs to be done.
- Space Journals - I will use these to see what the students remembered, and also to see what they enjoyed learning the most. They tend to write about the things that they find most interesting. If a number of students appear to have enjoyed a certain part of the lesson the most, that element can be incorporated more heavily through the week.

Of self:

To be added post-lesson
**DAY THREE**

**Planets**

VII. Grade Level/Course: Second Grade/Primary Practicum

VIII. Curriculum Area; Related Standards: Name the planets; Determine the planets’ sequence starting with the one closest to the sun; Discover features of the nine main planets; Communicate information in writing; Determine the meaning of unknown words using beginners’ dictionaries; Compare and contrast information in texts with prior knowledge and experience; Pursue student-generated questions.

IX. Materials:
1. Chart Paper/Marker
2. Ongoing KWL
3. Ten signs reading Sun, Mercury, Venus, Earth, Mars … Pluto
4. Crayons
5. Student dictionaries
7. *Planets* by Schecter
8. *The Planets in our Solar System* by Branley

XIII. Prior knowledge/Experience:
   a. Of student - The students were introduced to information about the planets on Monday and Tuesday. They had experience “acting out” part of our solar system on Tuesday. They have been working on the KWL chart throughout the week. They have multiple prior experiences with looking up information in dictionaries.
   b. Of self - I must know all the relevant background information about the planets. This can be found in books such as *Our Solar System* by Simon. I also will have to identify words from the reading to have students look up. I will use common sense to identify words they may not know and write these down to use during the instruction and reinforcement phases.

XIV. Objectives/Purposes:
   Students will:
   - Name the planets
   - Determine the planets’ sequence starting with the one closest to the sun
   - Discover features of the nine main planets
   - Communicate information in writing
   - Determine the meaning of unknown words using beginners’ dictionaries
   - Compare and contrast information in texts with prior knowledge and experience
   - Pursue student-generated questions

   The purpose of today’s activity is to inform students about the planets they have been introduced to in previous lessons. Students will add their newly acquired knowledge to their ongoing KWL and journals.

Theoretical Input/Rationale: This lesson is appropriate because students should know about the world around them, and the space beyond. It includes the chance for students to physically represent the solar system since constructivist theory holds that children learn best when actively involved in the construction of knowledge. Students will have a chance to seek information from student dictionaries because it is important that they learn to research unknown information. Students will pair up to interview one another. This allows for scaffolding of knowledge to occur, in keeping with Vygotsky’s social learning theory.
XV. Methods/Procedures:

A. Adaptations/Connections

1. One student in the class is hard of hearing. Various learning styles exist in the class including visual and auditory.

2. This student carries a speaker box around with him, and I wear a headset that is remotely connected to the box. His level of hearing loss is such that this is sufficient accommodation. The varying learning styles will be accommodated since they will both see and hear the books, and they will participate in the construction of a human “solar system”.

3. The activity builds on the students’ cultural background experiences since they have been studying the solar system the two previous days.

B. Grouping

The anticipatory set, instruction and closing phase of this lesson are implemented in a whole group setting. The reinforcement phase is done individually.

C. Anticipatory Set/Introduction:

After gathering together on the carpet, I will flip the chart paper to a page reading on the top line, “My very excellent mother just sent us nine pizzas.” Below, on a second line, will read the names of the planets in order from closest to the sun. I will ask what the top line could have to do with the bottom line. If necessary, I will guide them to realize that the two lines have the same number of words, and that corresponding words (i.e. first word of top line and first of bottom line) start with the same letters. I’ll say that this silly sentence is a way to help us remember the order of the planets from the sun. I will explain that today we are going to find out all about the planets.

D. Instruction:

I will:

- Flip to the KWL chart and refresh students of what we want to learn about planets
- Read excerpts of Magic School Bus… and The Planets in our Solar System, stopping to fill in information on the KWL and ask questions (see Questioning below)
- Say, “I noticed there were lots of words in there that we might not know. What should we do to find out what those words mean?”
- If necessary, guide them to say that dictionaries, glossaries and the internet can provide such answers
- Model looking up words in dictionary and glossary, have volunteers “help me” do so, explain meaning to class
- Tell students that we are going to use our bodies to represent the solar system. Explain the following procedure, and then carry it out: Pair students up with one another randomly. Tell them that they represent one planet. Give them a sign bearing one of the planet names, give them 3-5 minutes to use crayons to decorate the sign in a way that makes sense (for example, the Earth people could color their sign blue and green). During this time, I will travel to each group and spend a few seconds asking the students about their planet. For example: “Does Mars travel slowly or quickly (relatively speaking)?” If they do not know, I will tell them. We’ll then come back together and I’ll have the class line up in order. I will be the sun and stand still in the center of the room. The students will walk around me, some slowly, some quickly.
- Meet back on the carpet to return the students to a calm, focused state
- Briefly recap planet facts, ask questions to check understanding and retention
**Questioning:**

- What is Mercury like? (Repeat for all nine planets)
- Why can’t there be life on Venus?
- Why does our moon look round?
- What do the first four planets have in common?
- How many Earths could fit inside Jupiter?
- Why does Mars look red?
- Why could Saturn float?
- What are Saturn’s rings?
- What is Uranus made of?
- If Neptune’s year is 165 Earth years, does it spin faster or slower? How do you know?
- What can we do to find out what these difficult words mean?

**E. Reinforcement**

The students will be dismissed from the carpet to write in their space journals at their seats. They will write about and illustrate what they learned about planets. They will be reminded to write as much as they can remember so that they have a really good journal by the end of the week that they can keep forever. When they are done, they may silently read any of the space related books that will be in the room.

**F. Closure/Transition:**

When the students are done, we will come back together for Journal Share. A few students will be chosen randomly to share. As usual, the class will be able to ask questions or give compliments to the writer. Afterwards, I will quickly recap the day, and briefly hint at Thursday’s theme as a teaser. This will close the day’s lesson.

**XVI. Evaluation/Assessment:**

**Of students:**

Learning will be assessed through

- **Observation** - I will be looking to see that students are actively involved in the process of the KWL. I will also observe the students throughout the day as they participate in the discussions and activity. Anyone who is not participating will be drawn back into the lesson by asking questions.
- **Anecdotal Notes** - I will transfer my observations into quick notes immediately following the lesson, while students are working on their journals. These can guide me later in the week by identifying students who seem less involved than they should be.
- **Space Journals** - I will use these to see what the students remembered, and also to see what they enjoyed learning the most. They tend to write about the things that they find most interesting. If I find that something clearly needs to be re-taught, this can be addressed in Friday’s wrap-up.

**Of self:**

*To be added post-lesson*
DAY FOUR

Astronauts

X. Grade Level/Course: Second Grade/Primary Practicum

XI. Curriculum Area; Related Standards: Recognize the importance of individual action and character; explain how astronauts have made a difference in others’ lives; Communicate information in writing.

XII. Materials:
1. Ongoing KWL
2. Interview sheets, pencils
3. One Giant Leap: The Story of Neil Armstrong by Brown
4. Astronauts Work In Space by Greene

XVII. Prior knowledge/Experience:
   a. Of student - Astronauts have been briefly discussed throughout the week. Students learned basic information about astronauts last year as part of a careers unit. Students have had multiple prior experiences with interviewing one another.
   b. Of self - I must know the necessary background information about astronauts. An excellent resource is I Want to be an Astronaut by Maze and O’Neill-Grace.

XVIII. Objectives/Purposes:
   Students will:
   - Recognize the importance of individual action and character
   - Explain how astronauts have made a difference in others’ lives
   - Communicate in writing

   The purpose of this lesson is to provide a connection between astronauts and our knowledge about space. Students must understand that astronauts are scientists without whom much less would be known and understood about space. Armstrong also provides a link to Ohio that helps students feel that they can do amazing things with hard work and dedication.

XIX. Theoretical Input/Rationale: This lesson is appropriate because it uses the continuing theme of the KWL chart to focus the children on the pursuit of knowledge they chose as being important to learn. Literature is used to help students understand the important contributions of astronauts. Students will learn that without astronauts, we would not know as much as we do about the solar system. Finally, the students get to use interpersonal skills, imagination and creativity when interviewing one another in character. This aligns with the framework of social learning theory, since students will communicate in order to express ideas.

XX. Methods/Procedures:
   A. Adaptations/Connections
      1. One student in the class is hard of hearing. Various learning styles exist in the class including visual and auditory.
      2. This student carries a speaker box around with him, and I wear a headset that is remotely connected to the box. His level of hearing loss is such that this is sufficient accommodation. The varying learning styles will be accommodated since they will
both see and hear the books, and they will collaborate to perform the interviews which involves reading the questions and writing the dictated answers.

3. The activity builds on the students’ cultural background experiences since they are all Americans who have benefited from the contributions of astronauts. They will be led to understand this during the lesson.

B. Grouping
The anticipatory set and the instruction of this activity are implemented in a whole group setting. The reinforcement phase is done in pre-determined pairs, and the closure phase is done individually and in whole group. See below.

C. Anticipatory Set/Introduction:
After gathering together on the carpet, I will tell the students, as I have before, that I have brought my magic wand along with me to school today. They know this means that I’ll be turning them into someone else. (I’ve used it previously with Colonial studies.) I will tell them that they’ll find out more about that later. Now that their interest will be piqued, I will open the day by reminding them that we have learned about the sun, moon, stars and planets, and ask how Americans have learned so much about these things. If necessary, I will guide them to understand that astronauts have been major contributors to our knowledge about space. I will tell them that today’s activity is all about astronauts.

D. Instruction:
I will:
- Remind students of my previously established rules (raise hand; only answer what I ask, etc.)
- Ask, “What is an astronaut?” and follow up with additional information
- Refer to the KWL to check what we wished to learn about astronauts
- Read *Astronauts Work in Space* and fill in the L column accordingly, highlight coordinating W column
- Ask if anyone knows of any famous astronauts
- If necessary, introduce Neil Armstrong
- Tell students that in a few minutes, I’ll use my wand to turn half of them into Neil Armstrong and the other half into interviewers. Since they don’t know whether they are about to become him, they’ll need to learn as much about him as they can
- Read *One Giant Leap*
- Fill in KWL as appropriate, highlight accordingly

*Questioning:*
- How have Americans learned so much about the sun, stars, moon and planets?
- What is an astronaut?
- Do you know of any famous astronauts? What do you know?
- What were some of Neil Armstrong’s jobs as an astronaut?
- How did he get famous?
- What was his life like before the famous mission? After?
- What are some of astronauts’ jobs when aboard a shuttle?
- What’s happening in this picture?
- How do people learn to be astronauts?
- How have we all benefited from the work of astronauts?
E. Reinforcement

I will explain the following procedure, and then carry it out: Half of you will be interviewers. You will each have this form with questions on it, but there is space for you to add two more questions of your own that you’d like to ask Neil. You will record the answers. Those of you who are Neil, you will use your imaginations, but make sure that you answer the questions how you think he would. (Announce the interviewers, distribute interview form to them, and give them a couple minutes to write their extra questions. Spend that time with the Neils, practicing answering like him. Dismiss them to do the interviews.) I’ll circulate during the interviews, listening for answers and assessing comprehension of his biography (in the “Neils”) and accuracy of dictation (in the interviewers). These observations will be transferred to anecdotal notes later. We will meet back on the carpet and share answers. The interviewers will come up and report. Then we’ll move into the closure phase.

F. Closure/Transition:

After sharing, the students will be directed to write in their space journals. Unlike other days, they will be given a prompt: “If I Were an Astronaut”. They will write about what they would do, wear, etc. if they were astronauts. This will be a fun way for them to show me what they learned from the day’s lesson. If they finish early, they may read space related books. When the students are done, we will come back together for Journal Share. A few students will be chosen randomly to share. As usual, the class will be able to ask questions or give compliments to the writer. Afterwards, I will quickly recap the day, and briefly hint at Friday’s activity as a teaser. This will close the day’s lesson.

XXI. Evaluation/Assessment:

Of students:

Learning will be assessed through observation, anecdotal notes, evaluation of space journals, and peer interviews.

- **Observation** - I will be looking to see that students are actively involved in the process of the KWL. I will also observe the students throughout the day as they participate in the discussions and interview activity. Anyone who is not participating will be drawn back into the lesson by asking questions.

- **Anecdotal Notes** - I will transfer my observations into quick notes immediately following the lesson, while students are working on their journals. These will be taken into account when evaluating the student on Friday’s rubric.

- **Space Journals** - I will use these to see what the students remembered, and also to see what they enjoyed learning the most. They tend to write about the things that they find most interesting. If I find that something clearly needs to be re-taught, this can be addressed in Friday’s wrap-up.

- **Peer Interviews** - I will read these to see what the student answering as Neil Armstrong learned about him, and what the recorder chose to write (I have learned from past interview assignments that the recorders tend to pick and choose what to write). I will be checking to make sure that no one misunderstood any of the day’s lessons. If this has occurred, I will address it in Friday’s wrap-up.

Of self:

*To be added post-lesson*
DAY FIVE

Unit Wrap-Up

XIII. Grade Level/Course: Second Grade/Primary Practicum

XIV. Curriculum Area: Related Standards: Communicate information in writing.

XV. Materials:
1. Paper
2. Crayons
3. Pencils
4. Ongoing KWL/Markers
5. Movie version of The Magic School Bus Lost in Space
6. Snack (Stellar Cupcakes, Cosmic Punch)
7. All About Space written by the students of 7N (cover page for the class book)
8. Laminator
9. Triple hole punch
10. Silver binder rings (3)

XXII. Prior knowledge/Experience:
   a. Of student - The knowledge gained throughout the week will be culminated into a class book. Students have been adding to space journals throughout the week which can help refresh students of specific information.
   b. Of self - Throughout the week, I will have had to ensure that all questions on the KWL relevant to that day were answered so that we have a complete, color-coordinated chart by today. I will have to be adequately knowledgeable about everything on the KWL to answer any related questions.

XXIII. Objectives/Purposes:
   Students will:
   • Create a book that synthesizes knowledge gained throughout the week
   • Collaborate to explain the importance of space exploration
   • Communicate information in writing

   The purpose of the unit wrap-up is to give students the opportunity to display their newly acquired knowledge in a book. Students will have many things that they wish to share with one another and with me. These ideas will have been building up throughout the week. This lesson allows students to transfer those things to paper.

XXIV. Theoretical Input/Rationale: This lesson is appropriate because it allows the students a chance to synthesize a whole week’s knowledge into one culminating activity. Students love to create their own books, and non-fiction books allow the opportunity to showcase their knowledge, which they also enjoy. In keeping with constructivist theory, the students will work in a hands-on manner to express their learning. The one on one interview assessments were chosen because they allow each child the opportunity to express ideas to me individually. This provides a chance to address any issues that may be unique to that student. The rubric used to assess the space journals looks for evidence of success in multiple areas: Content specificity, accuracy, and effort. This ensures that if, for example, one area is lacking but another is strong, the student is recognized for that. It is important for all students to feel successful.
XXV. Methods/Procedures:

A. Adaptations/Connections

1. One student in the class is hard of hearing. Various learning styles exist in the class including visual and auditory.
2. This student carries a speaker box around with him, and I wear a headset that is remotely connected to the box. His level of hearing loss is such that this is sufficient accommodation. The varying learning styles will be accommodated since the students will be reading and writing self-created books and watching an educational video.
3. The activity builds on the students’ background experiences since they have all been working on the common theme of space all week. This activity synthesizes the week’s knowledge.

B. Grouping

The anticipatory set, instruction and closure of this activity are implemented in a whole group setting. The reinforcement phase is implemented individually.

C. Anticipatory Set/Introduction:

I will tell the students that they get to write an All About Space book today that will be shared with Mrs. Burck’s class so they can learn about space too! The prospect of being “teachers” always excites the students. I’ll say that before we start our masterpieces, we should go back to our KWL. I’ll point out how much we have learned this week. I’ll quickly review that we have learned about the sun, moon, stars, planets, and astronauts. This review will lead into the Instruction.

D. Instruction:

I will:

- Ask why space exploration is important
- Guide them to answer that we would not know about the world around us, and the stars and sun and moon that we can see, and the planets that we cannot, if scientists had not explored space.
- Distribute space journals and tell students that they may be used for ideas when writing their part of the book.
- Tell students that they will be writing at least one page of their favorite things that were learned throughout the week
- Inform them that, if they learned so much that they can’t fit it all on one page, they may make up to three pages in the class book.
- Remind them of our rules when we are going to publish (circle possible misspells, look them up or ask someone, make artwork pleasing to the eye by coloring “hard and shiny”, etc.)
- Tell students that if they finish early they may read any of the space-related books in the room
- Dismiss students to create book pages

Questioning:

- Why is space exploration important?
(During 1:1 Interview)
- What was your favorite day this week? Why? What were some of the best things that you learned?
- What is the closest planet to the sun? The farthest?
- How does the moon look lit up?
- Who is Neil Armstrong? What did he do?
E. Reinforcement

While students are working on their book, I will circulate the room with a pre-made interview form for each student, and quickly talk with everyone while s/he works. It will only take about two or three minutes with each child. I will probably not get to everyone during this time. Remaining students will be interviewed during the Space Party later in the day. The interviews will also be used to clarify anything that was apparently unclear to the child. This will be established through evaluation of daily assessments.

F. Closure/Transition:

When the students are done making their pages, Mrs. Soucek and I will distribute the snack and put in the movie for the students to watch. It will be especially meaningful for them since they read the book during the week. During the movie, Mrs. Soucek will stay with the class while I laminate the book and assemble it. I will call Mrs. Burck’s class (with whom we frequently collaborate) to join us immediately following the movie. We will all gather and I will read *All About Space*. This will culminate our space unit.

XXVI. Evaluation/Assessment:

Of students:
Learning will be assessed through observation, space journals scored with a rubric, and 1:1 interviews.

- Observation - I will observe the students as they work on their book. If anyone seems inadequately involved, I will address it individually with that student.

- 1:1 Interviews - The interviews described above will be used to guide future teaching of this unit. Are any areas clear favorites? Is there anything that should be added? Omitted? Also, the knowledge gained from reflection on these interviews can guide future teaching in related areas with these students.

- Rubric for space journals - The students’ space journals will be assessed on a day-by-day basis, and then averaged into one number per area. The three areas’ scores will be added to reveal the student’s grade on the space journal.

  Rubric:
  
  *Content Specificity: 1- Content vague
  2- Some information is specific
  3- Most or all information is specific
  *

  *Accuracy: 1- Content mostly inaccurate
  2- Some content is accurate
  3- Most or all content is accurate
  *

  *Effort: 1- Student work shows low effort (little was written)
  2- Work shows some effort (fair amount written)
  3- Work shows high effort (large amount written)
  *

Of self:

*To be added post lesson*
SAMPLE REFLECTION FOR FALL SEMESTER

Week One Reflection  
Primary Practicum  
ECE 4010  
Date goes here

Setting Expectations and Teaching Procedures:

Setting expectations and teaching procedures, I believe, are two of the most important characteristics of a good teacher. Young children need to know what is expected of them, both in academics and within the classroom and school. Before children can become engaged in academic areas, they must first know how to behave in the classroom. They must also understand that they will be held accountable for their actions. Procedures, like expectations, are essential to a business-like climate; they make engagement more likely.

Expectations are continually set for the students. They vary from activity to activity expectations have become greater since the first week of school. For example, during the first week of school, the students were expected to write one sentence in their journal. Now, for most entries, the children are expected to write at least three sentences. I believe it is crucial that expectations are set for students. In addition, as students develop and attain new skills and concepts, expectations must be raised. If not, students will underachieve. On the other hand, it is important that expectations honor the students’ individual levels of ability. In most cases, what is expected of the more proficient students cannot be expected of the less proficient students.

Teaching procedures, while taking up much of the first three weeks, are now less of a focus in my classroom. Most students quickly picked up on the classroom procedures; others are still working to remember certain procedures. For example, while the majority of students remember to turn in their home/school folder each day, there are still a few students who need a reminder. This, however, is not essential to the engagement of the children. Unlike expectations, classroom procedures are not typically modified for each child. In addition, they rarely change throughout the year.

Activities/Responsibilities:

- morning meeting  
- read aloud  
- grading homework  
- write letter to parents about myself  
- creating an open house letter and checklist  
- English Language Arts activity - fantasy/reality  
- create assessments and rubric for fantasy/reality activity  
- work with less proficient readers (guided reading)  
- take running records with less proficient readers  
- assist my cooperating teacher in the assessment/evaluation of activities  
- provide assistance for struggling students  
- plan with my cooperating teacher
What Went Well:
This was a difficult week, not because I had trouble with any of the above activities/responsibilities but because I had finally grown accustomed with being in the classroom for five days a week. I would have loved to stay in the classroom full-time. This, however, will happen soon enough.
Personally, I felt that I had success in each of the activities/responsibilities listed above. I truly enjoy helping my cooperating teacher facilitate the children’s learning. Above all else, I was proud of my work for Open House (or Open Haus). With the assistance and input of my cooperating teacher, I created a child-centered open house. Instead of my cooperating teacher or me standing in front of parents and giving a speech, the children were the speakers. Using a checklist I had created to guide their movement throughout the classroom, the children became the speakers. This, from the responses I received from parents, was an excellent presentation style; it was more meaningful and useful than a standard teacher-led Open House.

Can Be Improved:
While I had success in each of the above activities/responsibilities, I also had some areas for improvement. I would like to become a more proficient with guided reading. I have seen improvement in the students I work with; yet, I know there are a number of reading strategies and activities I must learn and apply. In addition, I must become more structured in my planning. At times, I feel as though I have not entirely thought out what it is I want the children to comprehend and/or demonstrate. Finally, I hope to become more proficient with assessments and the creation of rubrics.

How I Can Improve:
To improve in the above areas, I will work with my cooperating teacher to plan guided reading activities. I will also use information I have received through literacy classes to plan effective activities. Finally, I will work with my cooperating teacher to assess the students and create rubrics.
**Daily Lesson Plan Spring Semester**

<table>
<thead>
<tr>
<th>Grade Level/ Course</th>
<th>First Grade/ science/ 15-ECE-577</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards/Objectives</td>
<td>Standards:</td>
</tr>
<tr>
<td></td>
<td>- <em>Scientific Ways of Knowing 1-1</em> Discover that when a science investigation is done the same way multiple times, one can expect to get very similar results each time it is performed.</td>
</tr>
<tr>
<td></td>
<td>Objectives:</td>
</tr>
<tr>
<td></td>
<td>The children will discuss the holiday of groundhogs day</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>The children have talked about sink or float objects in their reading program so they will be able to relate information between the two activities.</td>
</tr>
<tr>
<td>Materials</td>
<td>Paper Plate.</td>
</tr>
<tr>
<td></td>
<td>Ground Hog Book</td>
</tr>
<tr>
<td></td>
<td>Ground Hog outline</td>
</tr>
<tr>
<td></td>
<td>Paint</td>
</tr>
<tr>
<td></td>
<td>Scissors</td>
</tr>
<tr>
<td></td>
<td>Groundhog graph on dry erase board (from previous day.)</td>
</tr>
<tr>
<td>Procedures/ Instruction (include time requirements and groupings)</td>
<td>First I will have the children come and sit on the floor with me, When the children are seated I will ask them to review the information we discussed the day before about Groundhogs day. Then we will discuss if Punxsutawney Phil saw his shadow and if that means six more weeks of winter, or if spring is coming. After we discuss if he has seen his shadow or not we will look at our graphed predictions from the day before. Then we will create our own shadow viewers and go outside and see if our groundhog sees his shadow or not.</td>
</tr>
<tr>
<td>Questioning/ Critical Thinking</td>
<td>What do you predict the groundhog will see? Would you be scared if you saw your shadow after sleeping for 3 months? What do more people predict will happen when the groundhog comes out of the hole</td>
</tr>
<tr>
<td>Adaptations/ Connections</td>
<td>In the class there are a few behavior issues that can be resolved depending on seating arrangement, there is one child diagnosed with Attention Deficit Hyperactivity Disorder, and on medication. This child will be seated close to me or an aide in the room to help control his behavior. There is also a child who wears glasses that I will be aware of, and if necessary move closer to the front of the group. For the children that have behavior issues, I will be sure to seat them next to children that can control their behaviors or close to myself or another adult. The child with Attention Deficit Hyperactivity Disorder will also be seated in the front and close to the middle so that if his thoughts begin to wander, his attention can easily be brought back. I will also need to be aware of the child with glasses. Sometimes material can still be difficult to see, for this reason moving the child closer to the front of the group will allow him to see more clearly.</td>
</tr>
<tr>
<td>Assessment Strategies</td>
<td>Since this is a Science lesson based on the day, I will grade the children’s work based on their participation, and completion of the shadow viewer.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>This section to be completed after lesson implementation. Reflect on the lesson in terms of the impact you had on student achievement of lesson objectives. Analyze student work and reflect on future planning.</td>
</tr>
</tbody>
</table>
## Daily Lesson Plan Spring Semester

<table>
<thead>
<tr>
<th>Grade Level/Course</th>
<th>First Grade: Social Studies</th>
</tr>
</thead>
</table>
| **Standards/Objectives** | **People in Societies: Diffusion** 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.  
**Writing Applications:** 2. Write responses to stories that include simple judgments about the text.  
TCW learn about the life in other countries while listening to the book *Children from Around the World*.  
TCW determine the children they would like to visit in each country and why they would visit these children. |
| **Prior Knowledge** | In order to successfully participate in this lesson the children should have had opportunities to listen to stories being read aloud. The children should also have had opportunities to participate in an extended response. The children have had multiple opportunities to listen to stories being read aloud and to complete extended responses. |
| **Materials** | - 1 Copy of the book *Children from Around the World*  
- 22 sheets of writing paper  
- Pencils |
| **Procedures/Instruction** (include time requirements and groupings) | This is an activity that will be implemented with the children in a whole group setting. I will have the children sit on the carpet to listen to the story being read aloud.  
I will start off by letting the children know that we will be reading a story this afternoon. I will let them know that the story we are going to read is going to tell us about different children who live in different countries around the world. I will let the children know that while we are reading the book, I will point out the country on the map that we are about to read so that they will know where the children we are reading about live. I will let them know that they need to have their listening ears on for this book because when they are done they will need to write about what we have read. I will let them know that I am going to ask them to list two people they would want to visit and where they live. They will also need to give me two reasons why they would want to go and visit the person they would like to visit. I will make sure that they understand that I am asking them to provide me with four different things. They need to tell me who they are going to visit, where they live, and two reasons why they would want to visit that person.  
This activity will give me an opportunity to see how well the students listen and comprehend the information that we are reading about.  
I will read through the story and show the children where each child lives.  
After the story is finished, I will ask the paper passer to start passing out paper to each child’s seat. I will explain again what I am looking for the children to complete. I will even write on the dry erase board what the four things are that I am looking for from this activity. I will let the children know that we will not be making notes for the children to copy from because we want to see exactly what they remember from the book. |
| **Questioning/Critical Thinking** | - If you could visit any of these children, which children would you choose to visit?  
- Why would you choose to visit so and so?  
- In what country does child x live in? |
| **Adaptation/Connections** | We have two children who have AD/HD. To adapt to their learning needs, I will make sure that they are sitting in a position where they can pay close attention to the directions that are being given out. When these two individuals sit towards the back of the group on the carpet, I have noticed that they sometimes have trouble paying attention to what is going on. They seem to be active members of the lesson when they are sitting near the front of the group. In order to make sure that these individuals understand what is being expected of them, I will make sure that someone in the class can repeat the directions to me, so that these students and everyone else have an understanding of what we are doing.  
We also have a child who is gifted in our classroom. |
| **Assessment Strategies** | In order to assess the strengths and weaknesses of the children in our class, I will be evaluating their extended responses. I will be using a rubric which will help me evaluate the children’s work. In order to get a four on this activity, the children will need to name who they would like to visit, where they live, and two reasons why they would want to go and visit the person they selected. |
| **Outcomes** | This section to be completed after lesson implementation. Reflect on the lesson in terms of the impact you had on student achievement of lesson objectives. Analyze student work and reflect on future planning. |
SECTION SEVEN

Data Aggregation Form Information (CECH/CAEP)
Data Aggregation Forms

Certain electronic forms are required by the college and are used to help the CECH gather data about our field placements and other categories. This information is needed to constantly improve the program’s field experiences and to gather data for our CAEP accreditation. These forms are all due at different times. These forms can be found at this website - www.cech.uc.edu/oaci, so that they can be completed and submitted electronically to Karen Schmidt (karen.schmidt@uc.edu). The comprehensive evaluation and dispositions forms need to be saved to your computer so a paper copy can be printed, signed, and turned into your supervisor on the due date. The forms required are:

- Candidate Evaluation of Field Experiences
- Candidate Evaluation of Supervisor
- University Supervisor Evaluation of Professional Placement
- Mentor Program Evaluation
- MT Rating of Use of Technology
- Mentor teacher reimbursement and information form (completed at the end of Internship)
- Dispositions Form (used for midterm and/or final evaluations of candidates during fall and winter semesters)
- Brief Dispositions Form (used to document a concern or accomplishment)
- ECE Comprehensive Evaluation (used for midterm and/or final evaluations of candidates during fall and winter semesters)

***ECEHD Intern Handbook is subject to revision.***