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 Education 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 2017-2018 academic year.*
SECTION ONE

• Early Childhood Education and Field Placement Information

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Early Childhood Education and Field Placement Information

The Early Childhood Education and Human Development Program (ECEHD) 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 primary grade (grades 1-3) classroom is required. Students must also receive a passing score on the state-mandated tests (Ohio Assessment for Educators/OAE), the Teacher Performance Assessment (edTPA) and in appropriate course work and cohort field experiences. 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 3.0 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 ECEHD 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 early to 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 second 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 Primary Practicum, interns must make arrangements to meet with mentors or communicate via phone/email at the end of each week to plan for the following week. 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, edTPA 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 classrooms 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 during Primary Practicum as well as in coursework. The intern is required to implement the edTPA Task #1 learning segments that were 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 typically 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 ECEHD Program

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

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

**Associate Director**
University of Cincinnati faculty member who leads all undergraduate and graduate degrees housed in the ECEHD Program. Will assist in program development and problem solving.

**Candidate Preservice Assessment for Student Teaching (CPAST)**
The CPAST is used during Primary Practicum and student teaching (Internship). It serves as a formative and summative assessment. The rubric includes two subscales: (1) Pedagogy and (2) Dispositions.
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.

Teacher Performance Assessment (edTPA)
A portfolio of tasks completed by pre-service teachers. The tasks include planning, engaging students in learning, and analyzing student work. All students in Ohio licensure programs must complete as part of their program completion requirements.
# Early Childhood Education
## Undergraduate PreK-3rd Licensure Grid

<table>
<thead>
<tr>
<th>Fall Freshman Year</th>
<th>Spring Freshman Year</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>• English 1001 (3)</td>
<td>• EDST 1002 Educational Psychology (<em>TAG / Social Science</em>) (3)</td>
</tr>
<tr>
<td>• Math (3)</td>
<td>• Science (<em>Natural Science</em>) (3)</td>
</tr>
<tr>
<td>• BOK (<em>Fine Arts</em>) (3)</td>
<td>• Elective (3)</td>
</tr>
</tbody>
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<tr>
<th>Fall Sophomore Year</th>
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</thead>
<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>
</tr>
<tr>
<td>• Math (3)</td>
<td>• Science (3)</td>
</tr>
<tr>
<td>• Science (3)</td>
<td>• Math (3)</td>
</tr>
<tr>
<td>• English or Literature (from English Dept. not Humanities) (3)</td>
<td>• LSLS 2005 Phonics in Practice in ECE (3 credits)</td>
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<tr>
<th>Fall Junior Year</th>
<th>Spring Junior Year</th>
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</thead>
<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>
</tr>
<tr>
<td>• ECE 3016 Foundations of Creative Expressions (3)</td>
<td>• ECE 3024 Social Studies for Young Children (3)</td>
</tr>
<tr>
<td>• ECE 3018 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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<thead>
<tr>
<th>Fall Senior Year</th>
<th>Spring Senior Year</th>
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</thead>
<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>
</tr>
<tr>
<td>• ECE 4018 Primary Math Methods (3)</td>
<td>• ECE 4022 Senior Seminar (2 credits)</td>
</tr>
<tr>
<td>• ECE 4014 Primary Science Methods (3)</td>
<td>• ECE 4026 Stories of Teaching (2 credits) (ECE Senior Capstone)</td>
</tr>
<tr>
<td>• ECE 4016 Primary Reading and Writing Methods (3)</td>
<td>• Elective (3)</td>
</tr>
<tr>
<td>• ECE 4024 Learning Strategies for Inclusive Classrooms in Early Childhood (3)</td>
<td></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 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 upload electronic copies of their BCI report and FBI report to the School of Education Office of Field Experiences. 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, and (c) a photocopy of a current FBI 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.).
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.

Further information can be found at the School of Education Office Of Field Experiences web page:

http://cech.uc.edu/education/oep/field.html

**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, practicums are arranged in area classrooms, ensuring candidates of relevant opportunities for observation and participation. All placements are made by the Field Experiences 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 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 Degree Coordinator in consultation with the Field Experiences 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-based mentors, and university-based supervisors are encouraged to engage in a problem-solving process and develop an 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 1st as placements begin in early to 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 which 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.

**Internet Acceptable Use Policy Statement**

During school based field experiences, all candidates are expected to conduct themselves in a professional and responsible manner. This includes adhering to the Internet Acceptable Use Policy (IAUP) that is in place at the school site. In most cases, schools will require teacher candidates to read and sign a statement agreeing to the school’s IAUP in order to gain access to the internet. Candidates must keep in mind that the primary use of the internet while on school grounds is for educational purposes. Inappropriate use of the internet at the school site can expose the school to risks, such as virus attacks, compromises of network systems, and legal issues. If a teacher candidate violates the school’s IAUP, he or she is personally responsible for any consequences of these actions, including fines. Violation of a school’s IAUP could be cause for dismissal from the school site and/or from the Early Childhood Program.

Unprofessional activity including sharing confidential or negative comments regarding your students, mentor teacher, or placement site via social networking may also be cause for dismissal from the Early Childhood Education Program.

**School of Education Technical Standards**

Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination, and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate’s ability to meet these requirements will be monitored throughout the professional education program.

The purpose of this document is to ensure that potential candidates, at the point of admission to cohort (last 2 years in a licensure program) and throughout the program, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

**Criteria**

Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty, or
themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions, and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

**Cognitive and Intellectual Reasoning Ability**
The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing, and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize, and synthesize complex information. In order to be successful during experiences in the field and clinical settings, the candidate must perceive, understand, and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field.

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- Understand the concepts, tools of inquiry (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

**Communication Skills**
The candidate must be able to demonstrate and use (in English) the knowledge acquired during the preservice education process to elicit, convey, clarify, and transmit information (both in oral and written form) effectively, accurately, efficiently, and sensitively to children, their families, and other members of the instructional team. Candidates must be able to communicate with learners and the instructional team in order to elicit information regarding cognitive/academic ability, address behavioral issues through verbal and nonverbal communication, and communicate with colleagues at the level consistent with the expectations of a professional educator.

Communication and transmission of information includes reading, writing, hearing, and speech. For example, candidates must be able to present legible, accurate, and skillful information in oral and written form to a child, teacher, professor, family, and other members of the instructional team. Candidates must also be able to effectively and efficiently participate in sometimes fast paced large and small group discussions/interactions and in instructional settings where instructional/educational decisions may depend on rapid communication.
With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal, and written skills to:

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
- Communicate with, understand, and observe colleagues, and students and their families in order to conduct conferences and interviews.
- Explain important principles and concepts delineated in professional, state, and institutional standards (e.g. school district policies and standards, school policies, and practice).
- Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.
- Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
- Communicate concepts, assignments, evaluations, and expectations with students and members of the instructional team.
- Read, write, speak, and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
- Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.

**Behavioral and Social Skills**

The candidate must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment, and to use ethical and clinical reasoning. The ability to make decisions appropriate to the instruction of all learners, to function in a stressful and demanding environment, to adapt to new and changing situations, and to cope with ambiguity is essential to the development and performance of future teachers. The candidate must be prompt in completion of all responsibilities attendant to the instruction of all learners. The possession of dispositional skills is equally important. The candidate should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of differences, personal generosity toward others, thoughtfulness, and a general concern and respect for other individuals.

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

- Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
- Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
- Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
- Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
• Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.
• Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
• Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
• Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction, and emotional state.
• Attend and be punctual to classes, field experiences, and other related events.
• Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability
The preservice education process is both demanding and challenging. The candidate must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in field settings, to participate in activities associated with working with children and their families, to tolerate physically and mentally taxing workloads, and function independently, competently, and effectively under stress. The candidate must be able to complete the licensure program curriculum within the maximum time period specified by the faculty.

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision, and hearing to:

• Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning, and lesson implementation.
• Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
• Observe students and all subtleties of students’ oral, written, and non-verbal communications in order to assess and develop communication and academic skills of students.
• Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
• Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
• Make use of the classroom space to facilitate different learning experiences.

Motor Coordination and Sensory Skills
Sufficient motor function, tactile ability, and sensory abilities are required to attend and participate effectively in all classroom, field, and clinical settings and activities that are part of the licensure program curriculum. Candidates must be able to respond to emergency situations in a timely manner.
The candidate is also expected to execute both gross and fine muscular movements, equilibrium, and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment, etc.).

Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by mean of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner. A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For instance, relying on an intermediary to observe developmental milestones of students’ oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.

Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.
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 bi-weekly Collaborative Assessment Logs.
- Conference with intern and supervisor for fall final (December) and at midterm and final (spring week 6 and end of Internship) to complete Candidate Preservice Assessment for Student Teaching (CPAST).
- Work with university supervisor to coordinate conferences, observation times, and other necessary meetings.
- Prepare individual lesson observation evaluations as required each semester. The evaluations should always be discussed with the intern and signed.
- Participate in the annual evaluations related to UC 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 5 consecutive language arts learning segments (edTPA Task #1) to be implemented in the spring semester.
- Assist intern in video recording and reviewing of the 5 learning segments (from edTPA Task #1) implementation for edTPA 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 http://cech.uc.edu/education/oep/field.html.
General Intern Responsibilities

- Attend mentor teacher and intern orientation in August.
- Provide School of Education Office of Field Experiences a copy of current Background Criminal Check (BCI) and FBI check by August 1st.
- Register for all fall semester cohort courses and field experiences by August 1st.
- 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 Intern 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 begin again in January when the school’s winter break ends. Follow field school’s spring break schedule, not the University’s. Continue the Internship until the last day of UC’s spring semester.
- 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.
- Successfully complete and electronically submit all 3 tasks for the Teacher Performance Assessment (edTPA).
- Conference weekly and complete bi-weekly Collaborative Assessment Logs.
• Conference with intern and supervisor for fall final (December) and at midterm and final (spring week 6 and end of Internship) to complete Candidate Preservice Assessment for Student Teaching (CPAST).
• Provide own transportation to and from the field school.
• Under no circumstances discuss 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 3.0.
• Log communication/interaction with parents.
• Log time at field placement.
• Log building level participation.
• Complete all electronic forms at http://cech.uc.edu/education/oep/field.html.

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

• Attend Intern Orientation in August.
• Attend supervisor meetings.
• 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 at the end of Internship to Primary Field Coordinator.
• Have at least five formal observations with each candidate.
• Provide appropriate guidance for interns during the completion of edTPA Task #1-3.
• Conference with intern and supervisor for fall final (December) and at midterm and final (spring week 6 and end of Internship) to complete Candidate Preservice Assessment for Student Teaching (CPAST).
• 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 five times during Primary
Practicum and Internship (more often 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 http://cech.uc.edu/education/oep/field.html.
SECTION TWO

• Primary Practicum

• Internship
Primary Practicum Experience – Fall Semester

Opening School Portion of Primary Practicum
Primary Practicum will begin in early to mid-August with an opening school portion of this field experience 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 Tuesday, September 5, 2017. 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 next document required during Primary Practicum is the edTPA Context of Learning. This can be found under course documents/the edTPA button on Blackboard (see EC edTPA Handbook). Once you have completed this document save it electronically so you have it for submission with your portfolio and print a copy to place in your Internship Notebook for your supervisor to review.

The third 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 found 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), edTPA Context for Learning, 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 to the school/district office, if required. Ask at the school office whether they need these on file.
- 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&lt;br&gt;Active participant&lt;br&gt;Offers to help teacher&lt;br&gt;Performs activities as requested&lt;br&gt;Professional in appearance and behavior</td>
<td>Unexcused absences&lt;br&gt;Passive observation&lt;br&gt;Indicating an unwillingness to complete an assigned task&lt;br&gt;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&lt;br&gt;Received by supervisor on time&lt;br&gt;Free of grammatical, mechanical, and spelling errors</td>
<td>Fails to respond to all parts on all tasks&lt;br&gt;Received late by supervisor&lt;br&gt;More than three grammatical, mechanical, or spelling errors</td>
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</tbody>
</table>

**Primary Practicum**
Read, review, and discuss the school district’s adopted curriculum (i.e. Common Core Standards, state 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 5 integrated language arts learning segments (edTPA Task #1). **This is to be planned for implementation during January (no later than first week of February) in spring semester before beginning lead teaching weeks.** These will be planned in conjunction with the first task of edTPA which is your planning task. Make sure you discuss the year’s curriculum with your mentor teacher to decide on the content of your edTPA Task #1 **early** in fall semester. **It will need to be language arts based that will be covered during your spring Internship since this is when you will implement edTPA Task #1 and videotape yourself teaching.**

Continue to assemble your Internship Notebook, keep a timesheet (see the forms section of the ECE Handbook – ECE 3), place weekly lesson plans and bi-weekly CALs completed with your mentor teacher following the timeline of topics in each weekly section of your notebook.

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. Follow the timeline of topics included in this handbook.

Work with your mentor teacher to plan and teach at least one whole group lesson during each week of Primary Practicum (starting the week of September 5, 2017) using the school district’s adopted curriculum (Common Core Standards, state standards, graded course of study, or pacing documents). All lesson plans must be written in the ECE lesson plan format that is outlined in the syllabi section of
the Intern Handbook. Use the annotated lesson plan template as a guide when you are developing all lesson plans. 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 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 class 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.).

Participate in IEP meetings when allowable. Remember to never talk about the children outside of a professional setting.

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 Tuesday September 5, 2017.
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, one in each content area (literacy, math, science, social studies). Also, be successfully evaluated by your university supervisor while teaching two/three lessons (total of 5 between both semesters).

**Collaborative Assessment Log (CAL) Timeline – (Primary Practicum Experience)**

Complete a Collaborative Assessment Log with your mentor bi-weekly addressing the topics listed below and on the weeks 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 as it is up to interns to plan for this meeting on days you are in the field.

**Collaborative Assessment Log Topics and Due Dates**

This timeline outlines the weeks when CAL meetings need to take place and the topics that CAL discussion should focus on when meeting. CALs are used so the mentor teacher and intern meet and discuss the growth and development of the intern during the Primary Practicum. Therefore, please discuss how the intern is doing overall but mainly focus on the intern’s growth in each area below.

**CAL 1 (9/11/17)** - Setting Expectations and Teaching Procedures
**CAL 2 (9/25/17)** - Planning Lesson Goals and Aligning Assessment/ Challenging and Extending Student Thinking: Begin discussing curriculum mapping in preparation for edTPA Task #1
**CAL 3 (10/9/17)** - Planning Lesson Goals and Aligning Assessment: Curriculum Mapping in preparation for edTPA
**CAL 4 (10/23/17)** - Intern Management Strategies and Developing Rapport
**CAL 5 (11/6/17)** - Planning for Diversity and Adaptations
**CAL 6 (11/20/17)** - Implementation Procedures; Pacing the Lesson
**CAL 7 (12/4/17)** - Using Assessments to Set Goals and Meet the Needs of All Students
**CAL 8 (12/18/17)** - Challenging and Extending Student Thinking-Planning for Students

**Formal Assessment - Primary Practicum-Fall 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 intern, supervisor, and mentor teacher will meet as a team at the end of fall semester to hold a formal assessment meeting about the intern’s progress using the Candidate Preservice Assessment for Student Teaching (CPAST). Candidate ratings from this meeting will be electronically submitted (http://cech.uc.edu/education/oep/field.html). The Supervisor will collect completed CPAST rubrics from mentors and interns. They will also complete and collect the CPAST consensus form.

The university supervisor will complete two/three formal observation evaluations during this semester.
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. If assignments are not submitted to supervisors by the due dates, a Brief Disposition of Concern will be completed and placed in a candidate’s file. If late work becomes a pattern of behavior, the candidate may be removed from the field and possibly the ECE cohort.

**Primary Practicum Evaluation Criteria**

Receive ratings of at least “two” and satisfactory for all items on your Candidate Preservice Assessment for Student Teaching (CPAST). If an intern receives any unsatisfactory ratings or “ones or zeros” 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 forward into spring 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 two field experiences, he/she will be removed from the field, may not graduate, and will not be recommended for licensure.

**Fall Semester Reading Days**

The University has planned two Reading Days for fall semester. These are scheduled on Monday, October 9th and Tuesday, October 10th. There will not be any classes held on these days but **all internships and practicums go on as planned.**
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 abbreviated internship 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.

Participate in the spring semester Internship experience 4 full and 1 half days a week following the entire course schedule. **On Thursdays interns will leave the field classroom at noon to attend a cohort class that begins at 1:00 and edTPA support sessions.**

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 edTPA learning segments.

Complete the Teacher Performances Assessment Tasks 2 and 3. **Task #2 is when you will videotape yourself engaged in instruction while implementing your learning segments (lessons from edTPA Task #1). You will then complete Task #3 which asks you to analyze the students’ work from the lessons. All edTPA tasks and prompts are posted on the Internship Blackboard site.**

Familiarize yourself with all upcoming standardized tests and other forms of assessment used in the school (Ohio Achievement Tests, Terra Nova, Stanford Achievement Tests, diagnostic tests, Dibels, 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 bi-weekly Collaborative Assessment Logs (CALS) with your mentor teacher (open ended discussion; no weekly topics).
Be successfully evaluated by your mentor teacher while teaching one edTPA lesson implementation. Also, be successfully evaluated by your university supervisor while teaching two lessons.

<table>
<thead>
<tr>
<th>Week</th>
<th>Intern Planning/Teaching Responsibility Timeline</th>
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<tbody>
<tr>
<td>1</td>
<td>Plan and Implement Half Day Instruction</td>
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<tr>
<td></td>
<td>(Interns return when the field school returns after winter break)</td>
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<tr>
<td>2</td>
<td>Plan and Implement Half Day Instruction</td>
</tr>
<tr>
<td>3</td>
<td>Add Planning and Teaching Responsibility For One More Content Area</td>
</tr>
<tr>
<td>4</td>
<td>Maintain Same Level of Responsibility</td>
</tr>
<tr>
<td>5</td>
<td>Maintain Same Level of Responsibility</td>
</tr>
<tr>
<td>6</td>
<td>Take On Responsibility For Full Day Instruction and All Lead Teacher Responsibility</td>
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<tr>
<td>7</td>
<td>Continue Full Day Responsibility</td>
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<tr>
<td>8</td>
<td>Continue Full Day Responsibility</td>
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<tr>
<td>9</td>
<td>Continue Full Day Responsibility</td>
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<td>10</td>
<td>Continue Full Day Responsibility</td>
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<tr>
<td>11</td>
<td>Continue Full Day Responsibility</td>
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<tr>
<td>12</td>
<td>Reduce Planning and Teaching By One Content Area</td>
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<tr>
<td>13</td>
<td>Reduce Planning and Implementation To Half Day</td>
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<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>

**Spring Break**

Interns will follow the spring break schedule of the field school. This means you are to attend your internship during the university’s spring break, but you will not have classes that week. You are off from the field during your school’s spring break, but you will have your cohort courses that week.
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 Task #1 learning segments planned by the intern.

The intern, supervisor, and mentor teacher will meet as a team in the 6th week (mid-term) and the end of spring semester (final evaluation) to hold formal assessment meetings about the intern’s progress using the Candidate Preservice Assessment for Student Teaching (CPAST). Mid-term meetings may be phone conferences if the intern is progressing well. Candidate ratings from these meetings will be electronically submitted (http://cech.uc.edu/education/oep/field.html). The Supervisor will collect completed CPAST rubrics from mentors and interns. They will also complete and collect the CPAST consensus form.

The university supervisor will complete two/three formal observation evaluations during this semester also, unless more are needed. Supervisors will participate in a mid-term and final meeting to discuss intern’s final Candidate Preservice Assessment for Student Teaching (CPAST).

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. If assignments are not submitted to supervisors by the due dates, a Brief Disposition of Concern will be completed and placed in a candidate’s file. If late work becomes a pattern of behavior, the candidate may be removed from the field and possibly the ECE cohort.

Internship Evaluation Criteria

Receive ratings of at least “two” and a satisfactory for all items on your mid-term and final Candidate Preservice Assessment for Student Teaching (CPAST). If an intern receives any unsatisfactory ratings or “ones and zeros” on the mid-term or final Candidate Preservice Assessment for Student Teaching (CPAST), the candidate may not graduate or may not graduate with an Ohio teaching licensure. 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 evaluation documents, as well as assignments and observation reports, must demonstrate success in the Internship experience in order to pass both Primary Practicum and 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 two 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 Policies 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 in the 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. An Action Plan is then written by the university supervisor.

**Content of the letter should include the following:**

1) Name and signature of intern
2) Name and signature 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
7) Related Ohio Standards for the Teaching Profession

Copies of the signed Action Plan are given to the intern, mentor teacher, Field Experiences Coordinator, and Program Coordinator of ECE.

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, mentor, and Field Experiences Coordinator will receive an email 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 ECE 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
- Meet the criteria set forth in the School of Education Technical Standards
- Earn satisfactory scores the CPAST evaluations

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 Brief Dispositions Report or a Candidate Preservice Assessment for Student Teaching (CPAST) may be completed by the university supervisor/mentor and placed in the intern’s file. A copy of this form should also be placed in the Field Experiences Coordinator’s file in the ECE office. This report may 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 3.0, 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 intern must make sure to have this email address and all other contact information in case of emergency. The ECE Program understands that unplanned events could require an intern to be briefly absent. During Internship, interns will be allowed three personal days for sickness, unforeseen emergency events, or the personal reasons stated above. Any days missed beyond these three days must be made up. Extensive absences will result in removal from the field.

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 beyond the three personal days (permitted during Internship only) discussed above 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 into finals week. No experience will be extended beyond finals week of spring semester due to legal reasons. Extensive absences will result in removal from the field.

**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>Daniele Bond, M.Ed.</td>
<td>556-1619</td>
<td><a href="mailto:daniele.bond@uc.edu">daniele.bond@uc.edu</a></td>
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<td>Degree Coordinator-Birth-Five BSED.</td>
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<td>Associate Director</td>
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<tr>
<td>Jennifer Lee</td>
<td>556-3801</td>
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</tr>
<tr>
<td>Academic Coordinator</td>
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</table>

## Annual Adjunct Faculty

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<thead>
<tr>
<th>Faculty</th>
<th>Phone Number</th>
<th>Email</th>
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<tbody>
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<td>Christine Barlow, M.Ed.</td>
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</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. There are Word versions of these forms on Blackboard.

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

A Candidate Preservice Assessment for Student Teaching (CPAST) evaluations occur at the end of fall semester and mid-term (week 6 in spring) and final at the end of spring semester and need to be completed in a team meeting. Intern ratings are submitted electronically at this website:

http://cech.uc.edu/education/oep/field.html
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          Student exits/entrances
   - Duplication equipment  Faculty parking
   - Audio-visual materials  Faculty lounge and restroom
   - Supplementary materials  School library
   - Custodian headquarters  Fire exits
   - School office
3. Orientation of the intern to homeroom facilities and routine classroom procedures.
   - Attendance taking procedures  Calling on pupils
   - Class quiet signals  Restroom and hall pass procedures
   - Show and tell  Daily schedules for content areas and specials
   - Collecting money  Student dismissal and bus duty
   - Distributing/gathering materials  Fire, tornado, earthquake drills
   - Student mailboxes  Lost and found items
   - Lunch count procedures  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 edTPA 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.
Primary Practicum Time Sheet  ECE 3

Student Name __________________________ Teacher Name ___________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN</th>
<th>OUT</th>
<th>DATE</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 spring 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: _____________________
# Internship Time Sheet

**ECE 4**

Student Name __________________________ Teacher Name __________________________

<table>
<thead>
<tr>
<th>Full time teaching day:</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
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<tbody>
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</table>

* 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 fall 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: ______________________
Rubrics for Intern Lesson Planning and Individual Lesson Observations

The Written Lesson Plan Rubric is used to evaluate a candidate’s written lesson plan when preparing for an observation. This should be done prior to implementation.

The Individual Lesson Observation rubrics that follow are to be used in conjunction with the individual lesson evaluation tool (ECE 6) used by mentors when observing a single lesson and the supervisor evaluation tool for formal observations. ECE 6 is only to be used when observing and rating a single lesson in one of the 4 content areas in fall semester or edTPA implementation in spring semester. 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.
# Early Childhood Rubric for Written Lesson Plans

(Use with Planning Domain on Evaluation Tool)

<table>
<thead>
<tr>
<th>Standards / Objectives-NAEYC 4C OSTP 1,4</th>
<th>Indicator Met</th>
<th>Indicator Partially</th>
<th>Indicator Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>All objectives contain clear instructional conditions, observable behaviors, and measurable criteria and are aligned with the Standards. A brief purpose statement connects the lesson to topic area and associated lessons. Standards can be identified by their strand, grade, and number (or number and letter, where applicable). All academic language and critical vocabulary are listed.</td>
<td>Not all objectives consistently contain clear instructional conditions, observable behaviors, measurable criteria or are aligned with the selected Standards. A brief purpose statement is missing or provides an incomplete connection to the lesson to topic area and associated lessons. Standards not consistently identified by their strand, grade, and number (or number and letter, where applicable). Some academic language and/or critical vocabulary are listed.</td>
<td>Objectives are missing or are inconsistent (unclear instructional conditions, unobservable behaviors, lacking measurable criteria, misaligned). The purpose statement is missing. Standards are not identified appropriately (strand, grade, and number or letter combination). Academic language and/or critical vocabulary is missing or limited.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Rationale-NAEYC 4B OSTP 1,4</th>
<th>Indicator Met</th>
<th>Indicator Partially</th>
<th>Indicator Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a well thought out rationale (supported by theorists) stating why this is an appropriate objective(s) with detailed description of methodology used to teach it. Methodology demonstrates a deep understanding of developmentally appropriate approaches to instruction and is grounded in theory.</td>
<td>Provides a brief rationale (brief reference to theorists) stating why this is an appropriate objective with brief description of methodology used to teach it. Methodology shows an understanding of developmentally approaches to instruction and states theory to support it.</td>
<td>A rationale is not provided or clearly does not support or connect to the lesson. No connections to theory or developmentally appropriate instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment-NAEYC 3A/B/C OSTP 3; edTPA Rubric #5</th>
<th>Indicator Met</th>
<th>Indicator Partially</th>
<th>Indicator Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is clearly aligned with the instructional objective(s) and the selected Standards. Student produced evidence of learning is clearly described. Teacher utilized assessment tool is thoroughly described and provided (e.g., rubrics, checklists, scoring guides, observation, documentation). Attention to children’s active learning through multiple modalities and how individuals or groups with specific needs demonstrate their learning is evident.</td>
<td>Assessment is not completely aligned with the instructional objective(s) or the selected Standards. Student produced evidence of learning is clearly described. Teacher utilized assessment tool is not thoroughly described and/or provided (e.g., rubrics, checklists, scoring guides, observation, documentation). Attention to children’s active learning through multiple modalities and how individuals or groups with specific needs demonstrate their learning is unclear or not evident.</td>
<td>Assessment is not attended to or does not accurately align with the instructional objective(s) and/or the selected Standards.</td>
<td></td>
</tr>
</tbody>
</table>
### Student & Teacher Connections (Prior Knowledge)

**Student:** In detail, thoroughly relates/ connects children's current skill and/or knowledge to the learning outcomes of this lesson. Including examples of children's prior learning and future use of the skill or knowledge (across grade levels and within the current grade) for applications both in and out of the classroom. **Teacher:** Any unique knowledge or skill necessary to teach this lesson, as well as common, often developmental, student misconceptions related to the content or instruction.

**Grouping**
- Clearly defines how the students will be grouped and why.
- Student grouping described but no explanation given.
- Grouping needs not described.

### Procedures / Instruction - NAEYC 4C

| All methods, instruction, content and materials are described in detail and aligned to the selected standards and objectives of the lesson. Step by step process of instruction is clear, transitions are planned for, and identified misconceptions are addressed. Essential concepts, inquiry tools, and structures of content areas including academic subjects and resources that deepen understanding are clearly described in detail. The procedures support student's active engagement, utilize various modalities, address content vocabulary and academic language, and include teacher dialogue. |
| Methods, instruction, content and materials are briefly described and may not be aligned to the selected standards and objectives of the lesson. Process of instruction is not explained step by step, transitions may not be clearly defined or misconceptions addressed. Essential concepts, inquiry tools, and structures of content areas including academic subjects and resources are clear but not described in detail. The procedures do not fully support student's active engagement, utilize various modalities, address content vocabulary and academic language, or include teacher dialogue. |
| Methods, instruction, content and materials are incomplete and/or not aligned to the selected standards and objectives of the lesson. Essential concepts, inquiry tools, and structure of content areas/academic subjects/resources not described clearly or not evident. Procedures lack support for student's active engagement, learning modalities, content vocabulary and/or academic language, and the inclusion or teacher dialogue. |

### Questioning / Critical Thinking - NAEYC 4D

| Teacher's use of questioning involves the students in a sequential path of learning (introduction, instruction, practice and feedback, closure) and incorporates questioning that leads to critical thinking, addresses academic language and critical vocabulary, and the identification of misconceptions. Questioning promotes meaningful, challenging, comprehensive development and outcomes for all children. |
| Questions are not clearly integrated across instruction (introduction, instruction, practice and feedback, closure) Questions are mostly knowledge and comprehension level with minimal evocation of critical thinking skills or higher level reasoning, or academic language and critical vocabulary. Lesson promotes meaningful development and learning outcomes for most children. |
| No logical sequence to the teacher's use of questions. No evidence demonstrating use of questions to promote critical thinking or higher level reasoning. Lesson fails to promote meaningful learning outcomes for all children. |

---

**Student & Teacher Connections (Prior Knowledge)**

OSTP 1; edTPA Rubric #3.

**Procedures / Instruction - NAEYC 4C**

OSTP 4 edTPA Rubric 1 & 4

**Questioning / Critical Thinking - NAEYC 4D**

OSTP 1, 4

---

AEM/ECEHD 2017-18 Updated 20170711  
Page 49
**Adaptations-NAEYC**

<table>
<thead>
<tr>
<th>4D</th>
<th>OSTP 1, 4; edTPA Rubric 2 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed adaptations are described that clearly meet the needs of students with unique learning styles and special needs (e.g., targeted support for some children’s use of vocabulary). Adaptations are also provided for all children and include differentiated approaches to remediate identified student misconceptions.</td>
<td>Adaptations are general and/or meet only the needs of students with unique learning styles or special needs. Adaptations may not be provided for all children, or for the remediation identified student misconceptions.</td>
</tr>
</tbody>
</table>

**Cultural Diversity-NAEYC**

<table>
<thead>
<tr>
<th>2A OSTP 1; edTPA Rubric #3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly demonstrates an understanding of students’ cultural background experiences and incorporates examples of personal/cultural/community assets in the lesson. Connects learning to daily lives’ of students.</td>
</tr>
</tbody>
</table>

**NAEYC-National Association for the Education of Young Children**

**OSTP-Ohio Standards for the Teaching Profession**

**CPAST-Candidate Pre-Service Assessment for Student Teaching**

EdTPA Task 1 Rubrics 1-5/All field and coursework lesson plans

Lee, Kelley-2014/Revised, Mayfield -2017
<table>
<thead>
<tr>
<th>Creating an environment for learning (OSTP 5/CPAST E, I, K)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator Met</strong></td>
</tr>
<tr>
<td>Establishing, monitoring, and responding to students' behavior (NAEYC 1)</td>
</tr>
<tr>
<td>Promoting fairness (NAEYC 1)</td>
</tr>
<tr>
<td>Teacher-student rapport (NAEYC 1)</td>
</tr>
<tr>
<td>Communicating learning expectations (NAEYC 1)</td>
</tr>
<tr>
<td>Managing a safe physical setting (NAEYC 1)</td>
</tr>
</tbody>
</table>
## Teaching for Students' Learning (OSTP 2,4/CPAST G, H, K, L)

<table>
<thead>
<tr>
<th><strong>Communicating standards-based objectives and instructional procedures</strong></th>
<th><strong>Indicator Met</strong></th>
<th><strong>Indicator Partially Met</strong></th>
<th><strong>Indicator Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Objectives, instructional procedures or assessments are not clearly stated or only clarified after student confusion is evident.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Deliver effective instruction (NAEYC 4, 5)</strong></th>
<th><strong>Indicator Met</strong></th>
<th><strong>Indicator Partially Met</strong></th>
<th><strong>Indicator Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>The content is lacking in coherence or does not engage the students in a meaningful way. No evidence of effective instructional strategies or use of resources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Developing students' thinking (NAEYC 4, 5)</strong></th>
<th><strong>Indicator Met</strong></th>
<th><strong>Indicator Partially Met</strong></th>
<th><strong>Indicator Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Inconsistently encourages students' ability to think independently or extend their thinking, or does not challenge students to think about the content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitoring students' understanding and providing feedback</strong></th>
<th><strong>Indicator Met</strong></th>
<th><strong>Indicator Partially Met</strong></th>
<th><strong>Indicator Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Provides limited or no feedback to students; minimal or no attempt to monitor students understanding of the content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Using instructional time</strong></th>
<th><strong>Indicator Met</strong></th>
<th><strong>Indicator Partially Met</strong></th>
<th><strong>Indicator Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Pacing is not appropriate for students; most students are not on task during the lesson; considerable instructional time is lost during instruction.</td>
<td></td>
</tr>
<tr>
<td>Professionalism * (OSTP 6,7/CPAST M, Disp. A-H)</td>
<td>Indicator Met</td>
<td>Indicator Partially Met</td>
<td>Indicator Not Met</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<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 and a graphic representation 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>
</tr>
<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>
</tr>
<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>
<tr>
<td>Meets Deadlines and Obligations</td>
<td>Meets all deadlines established by program, supervisor and mentor teacher. Independently informs mentor and supervisor of absences and lesson plans and materials are accessible and organized when absent.</td>
<td>Meets most deadlines established by program, supervisor and mentor teacher. Informs mentor and supervisor of absences and lesson plans and materials are accessible and organized when absent. May need reminders.</td>
<td>Frequently misses deadlines established by program, supervisor and mentor teacher. Does not inform mentor and supervisor of absences and does not provide lesson plans and materials when absent.</td>
</tr>
</tbody>
</table>

*Assessed using the internship notebook, lesson observation, discussion with intern and mentor teacher, and/or other documented evidence.
The University of Cincinnati:  
Early Childhood Education - Intern Evaluation Form  

Name of Intern: _________________________  
Date of Observation: _____________________  
Observation #: _____ Content Area: _________  

School Name: ____________________________  
Grade Level: _____________________________  
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/CPAST A-D)  
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulating learning objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodate diversity/special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional strategies and critical thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and evaluation strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Use candidate’s lesson plan to complete this section prior to implementation.

**Comments:**

### Creating an environment for learning (OSTP 5/CPAST I, K)  
<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to students’ behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting fairness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-student rapport</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Communicating learning expectations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Managing a safe physical setting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Teaching for Students Learning (OSTP 2,4/CPAST E,J,K,L)  
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver effective instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing students’ thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring students’ understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using instructional time</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Professionalism (OSTP 6,7/CPAST A, Disp. A-D)  
<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on teaching</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating efficacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building professional relationships with colleagues</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Communicating students’ progress to parents and guardians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets deadlines and obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Overall Comments:**

---

Intern Signature               Date  
Mentor Teacher Signature         Date
### 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.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

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.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession
### Ohio Standards for the Teaching Profession

**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.
## 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td></td>
</tr>
<tr>
<td>Identify the Problem(s)</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
</tr>
<tr>
<td>Define the Problem(s)</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td></td>
</tr>
<tr>
<td>Explore the Alternatives</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>Act on the Plan</td>
<td></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td></td>
</tr>
<tr>
<td>Look at the Effects</td>
<td></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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Related Ohio Standards for the Teaching Profession/CPAST Rubric Criteria

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

**Failure to follow and accomplish this action plan within the designated time frame(s) will result in removal from the field 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 (not including 3 personal days during Internship):
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

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>
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</tbody>
</table>
Intern/Parent Contact Log                         ECE 11

Intern Name: ___________________________ Placment: ___________________________
Field Experience: ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Nature of contact (email, conversation, post, telephone call)</th>
<th>Purpose</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
# Building Level Participation Log

**ECE 12**

<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 ASSESSMENT LOG**

<table>
<thead>
<tr>
<th>Licensure Program (circle appropriate program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
</tr>
<tr>
<td>Middle Childhood</td>
</tr>
<tr>
<td>Special Education MM</td>
</tr>
<tr>
<td>Special Education MI</td>
</tr>
<tr>
<td>Special Education ADV</td>
</tr>
</tbody>
</table>

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

**Purpose of Today's Meeting (circle all that apply):**

- Instruction
- Reflecting on Teaching
- Modeling Lesson
- Differentiating Instruction
- Observing Veteran Teacher
- Content/Standards
- Lesson Planning
- Using Technology
- Analyzing Student Work
- Other:
- Problem Solving
- Management
- Resources

**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.*
SECTION FIVE

- Syllabi and Lesson Planning
**Syllabi and Lesson Planning**

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. **Primary Lesson Planning Annotated Template**-the annotated template provides a description for each section of the Primary Lesson Planning Template. Interns should include the described and required information in each section of the Primary Lesson Planning Template when writing lessons.

2. **Primary Lesson Plan Template** – Interns will use this template to write all daily lesson plans during the fall semester for planning for a formal observation during Internship, and for edTPA learning segments.

3. **Abbreviated Lesson Plan Internship Template**-The spring semester lesson plan template is not meant to be as detailed as your full comprehensive lesson plans in fall. Now that you have experienced writing detailed lesson plans in Primary Practicum, you should be able to put less detail into each plan. They are now used as planning tools to help you think through your lesson components in a briefer manner. It is appropriate to combine several connected lessons on one template in order to show sequencing in your teaching or to combine several days’/week’s instruction together. If you combine lessons, be sure that you identify what standards, objectives, materials, activities, and assessments will be implemented on which days. Each individual lesson plan template should not exceed one page in Internship when possible. 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.

**Ohio Learning Standards**

Lesson plans will be aligned to the Ohio Learning Standards found on the Ohio Department of Education web site

http://education.ohio.gov/.
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 transforming lives, schools, and communities.

- 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 possess 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><strong>Upon completion of this course, the candidate will be able to:</strong></th>
<th><strong>Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for student learning by developing lesson plans based on students’ prior knowledge, individual learning needs, Common Core Standards, and Ohio State Standards, which engage the students in meaningful learning with high expectations.</td>
<td>Weekly Lesson Planning; edTPA</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/Three by University Supervisor; Final eval in fall, Final and Midterm evals in spring using Candidate Preservice Assessment for Student Teaching (CPAST)</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 CAL; In-service and Building Level Participation Logs; Maintain Organized Internship Notebook</td>
</tr>
</tbody>
</table>
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 Tuesday, September 5, 2017. 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 spring 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 Primary 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, midterm and final Candidate Preservice Assessment for Student Teaching (CPAST), 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 following note): active participation, evaluation by your mentor teacher and university supervisor, and written assignments.

The Early Childhood Education and Human Development Diversity & Inclusion Statement
Our program strives to provide a classroom environment that is inclusive, accepting, and embraces diversity in all forms.
Our profession as educators requires work with children and families of many different beliefs, races, cultures, abilities, ethnicities, compositions, and living conditions. We are committed to educating our students to serve both children and their families in ways that meet the individual(s) where they are, that respects views that may be different than our own, and supports their unique situation to ensure a successful educational experience.

### Rubric for Opening of School Portion of Primary Practicum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<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>
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**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 Formal Lesson Observation

This rubric is to be used in conjunction with the individual lesson evaluation tool (ECE 6) and the ECE Written Lesson Plan Rubric. The individual lesson evaluation tool is only to be used when observing and rating a single lesson in a content area or edTPA 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 edTPA implementation. This evaluation tool is based on the Ohio Standards for the Teaching Profession, CPAST and the NAEYC Standards. Therefore, the rubric also relates to these standards and should be used as an assessment guide with this evaluation tool. 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>
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<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>
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**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 Office of Field Experiences 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 all ECE field experiences. 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 all Candidate Preservice Assessment for Student Teaching (CPAST).

Be successfully evaluated by your university supervisor on two/three 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 all expectations in the ECE Intern Handbook. You are still responsible for ALL guidelines and responsibilities set forth in this document.

**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 1, 2017.

**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 yourself** (place a copy in Internship Notebook).
- Provide assistance to your mentor teacher in lesson plan development, organization, and construction of materials.
- Complete edTPA Context for Learning. Place a copy in your Internship Notebook and save electronically for edTPA submission in spring semester.
- 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 6 assignments you are responsible for during opening of school. One document, your Internship Plan, will be due to your university supervisor on Friday, August 25, 2017. The second document, ECE 1, will be placed in the Opening School section of your Internship Notebook. The third is your parent letter which goes in your Internship Notebook. The fourth is your Internship Notebook which is to always remain in your field placement classroom and will be checked regularly by your supervisor. The fifth are your Opening School reflections which are placed in your Internship Notebook by the due date. The edTPA Context for Learning, the sixth assignment, should be completed electronically, saved on your computer for submission with your portfolio, with a copy placed in your Internship Notebook. These six 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 by the due date. **Due by August 25th**

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 September 1st**

3. **Parent Letter** - After receiving mentor approval, send a letter home to parents the first week of the school year. Place a copy in your Internship Notebook.

4. **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 your notebook should be labeled Opening of School.** This section should have your three OS reflections, ECE 1, your parent letter, edTPA Context for Learning, 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, in-service 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.

5. **edTPA Context for Learning**-Complete electronically and place a copy in your Internship Notebook. **Due by September 1st**

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 his/her visits.

6. **Opening of School Reflections**-Due in your Internship Notebook on **September 1st**.

**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 portion-all day Monday and Tuesday-begins September 5, 2017)

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 21st.**

3. **edTPA Task #1 (Learning Segments and Planning Commentary).** You will be writing 5 language arts learning segments and responding to the prompts in commentary format. These will be planned as part of your Teacher Performance Assessment (edTPA) Portfolio Task #1. Some of the lessons will be planned in conjunction with your Primary Reading and Writing methods course in preparation for edTPA Task #1. The content of your learning segments must be planned through discussion with your mentor teacher. You must plan with your mentor teacher and be prepared to implement Task #1 very early in spring semester Internship (Late January/First 2 weeks of February). This means you will have to look at the Common Core Standards/curriculum map/pacing guides for September through April with your mentor teacher, so you will know what content will be covered over the year and in the spring when you will gradually assume the role of lead teacher. While you are writing the 5 learning segments, be sure and look at the edTPA Task #1 prompts in the EC edTPA handbook, so you get an idea of what you have to write for the Task #1 commentary. Place a copy of your completed task #1 (lesson plans and commentary) in your Internship notebook by **Dec. 15th.**

**Advance Planning:** You need to send a video permission letter to parents. One will be posted on Blackboard. Send this home in fall semester in preparation for the edTPA video recording in January/early February.

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 Candidate Preservice Assessment for Student Teaching (CPAST). These must be completed by all team members (intern, mentor, and supervisor). A meeting is then held to review the rating by all team members and midterm evaluation ratings are submitted electronically using the link/directions that are accessible online (www.cech.uc.edu/education/field). The intern and supervisor will save copies for their files. **The fall final Candidate Preservice Assessment for Student Teaching (CPAST) meetings should be held at the end of fall semester and no later than December 12th.**

5. Receive 2/3 acceptable formal evaluations from your university supervisor.
6. BI-WEEKLY Collaborative Assessment Logs:

Collaborative Assessment Log (CAL) Timeline – (Primary Practicum Experience)
Complete a Collaborative Assessment Log with your mentor bi-weekly addressing the topics listed below and on the weeks 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 as it is up to interns to plan for this meeting on days you are in the field. CALs may be hand written.

Collaborative Assessment Log Topics and Due Dates
This timeline outlines the weeks when CAL meetings need to take place and the topics that CAL discussion should focus on when meeting. CALs are used so the mentor teacher and intern meet and discuss the growth and development of the intern during the Primary Practicum. Therefore, please discuss how the intern is doing overall but mainly focus on the intern’s growth in each area below.

CAL 1 (9/11/17) - Setting Expectations and Teaching Procedures
CAL 2 (9/25/17) - Planning Lesson Goals and Aligning Assessment/Challenging and Extending Student Thinking: Begin discussing curriculum mapping in preparation for edTPA task #1
CAL 3 (10/9/17) - Planning Lesson Goals and Aligning Assessment: Curriculum Mapping in preparation for edTPA
CAL 4 (10/23/17) - Intern Management Strategies and Developing Rapport
CAL 5 (11/6/17) - Planning for Diversity and Adaptations
CAL 6 (11/20/17) - Implementation Procedures; Pacing the Lesson
CAL 7 (12/4/17) - Using Assessments to Set Goals and Meet the Needs of All Students
CAL 8 (12/18/17) - Challenging and Extending Student Thinking-Planning for Students

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 fall 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 and is divided into 16 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 ECE Primary 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 5th through the day that your field school closes for the winter break. Most schools are finished around Dec. 15, 2017. This means you will have 15/16 lesson plans in your Internship Notebook depending on when your winter break. 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 primary 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 ECE Primary Lesson Plan 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 5th (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 8th. 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.

**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.

**Fall Schedule Note: Fall Semester Reading Days**

The University has planned two Reading Days for fall semester. These are scheduled on Monday, October 9th and Tuesday, October 10th. There will not be any classes held on these days but **all internships and practicums go on as planned.**

***Syllabus is subject to revision.***
# Primary Practicum Due Dates – Fall 2017

<table>
<thead>
<tr>
<th><strong>ACTIVITY</strong></th>
<th><strong>FORM</strong></th>
<th><strong>RESPONSIBILITY</strong></th>
<th><strong>DUE DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Plan for Fall Semester</td>
<td>ECE 2</td>
<td>INTERN w/MT</td>
<td>Aug. 25</td>
</tr>
<tr>
<td>Activities to Enhance OS</td>
<td>ECE 1</td>
<td>INTERN</td>
<td>Sept. 1&lt;br&gt;(Place in notebook)</td>
</tr>
<tr>
<td>edTPA Context of Learning</td>
<td>edTPA EC Handbook (on Blackboard)</td>
<td>INTERN</td>
<td>Sept. 2&lt;br&gt;(Save electronically for future edTPA submission-place a copy in notebook)</td>
</tr>
<tr>
<td>Opening of School Reflections (1,2,3) + all subsequent bi-weekly CALs for PP</td>
<td>For P. Practicum bi-weekly CALs see sample CAL form on Blackboard. Address weekly topics as outlined in this handbook</td>
<td>INTERN w/MT</td>
<td>Internship Notebook (NB)&lt;br&gt;Supervisor will check NB- OS reflections must be completed by Sept. 1/PP CALs bi-weekly following the schedule in this handbook</td>
</tr>
<tr>
<td>Practicum Time Sheet</td>
<td>ECE 3</td>
<td>INTERN w/MT</td>
<td>NB&lt;br&gt;(At the end of spring semester all TS are placed in Supervisor’s mailbox)</td>
</tr>
<tr>
<td>Plan and teach at least (1) whole group lesson each week during Primary Practicum (starting Sept. 8th)</td>
<td>Full LP Format (in Syllabus Section of HB/on Blackboard) for ALL lessons planned and implemented by Intern</td>
<td>INTERN</td>
<td>NB&lt;br&gt;<em>for lessons Supervisor observes, email plan at least 3 days prior to observation date/to MT Friday before implementation for approval</em></td>
</tr>
<tr>
<td>edTPA Task #1</td>
<td>edTPA EC Handbook</td>
<td>Intern</td>
<td>Dec. 15&lt;br&gt;Place a copy in Internship Notebook</td>
</tr>
<tr>
<td>Candidate Preservice Assessment for Student Teaching (CPAST)</td>
<td>ECE 5</td>
<td>TEAM MEETING</td>
<td>Dec. 12</td>
</tr>
<tr>
<td>Individual Lesson Evaluation Form (4 lessons min. one in ea. content area)</td>
<td>ECE 6</td>
<td>MT</td>
<td>Nov. 19- Keep in your NB</td>
</tr>
<tr>
<td>Absentee Form</td>
<td>ECE 9</td>
<td>INTERN&lt;br&gt;<em>MT must verify INTERN/MT and Supervisor must sign</em></td>
<td>Copy to NB &amp; MT&lt;br&gt;Original to Supervisor</td>
</tr>
</tbody>
</table>
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 transforming lives, schools, and communities.

• 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 possess 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, Common Core 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 CPAST Assessments of Intern Performance, edTPA</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 Assessment for Student</td>
</tr>
<tr>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Teaching (CPAST)of Intern Performance</td>
<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 learning and making real life connections.</td>
</tr>
<tr>
<td></td>
<td>CAL Meetings; Formal Observations of Intern Performance on Individual Lessons; Midterm And Final Candidate Preservice Assessment for Student Teaching (CPAST)of Intern Performance, edTPA</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>CAL Meetings; Formal Observations of Intern Performance On Individual Lessons; Midterm And Final Candidate Preservice Assessment for Student Teaching (CPAST)Of Intern Performance, edTPA</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Bi-weekly CAL; In-service And Building Level Participation Logs; Maintain Organized Internship Notebook, edTPA, submit work on time, respond to emails/calls in a timely manner</td>
</tr>
</tbody>
</table>

**ADMNISTRATIVE POLICIES**

**Attendance.** You will be spending four and a half 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 beyond the three personal days 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 spring semester.

**Withdrawal.** Candidates should consult the Registrar’s website 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 (edTPA) rubrics (required for program completion), lesson plan rubrics, midterm and final Candidate Preservice Assessment for Student Teaching (CPAST). Every assignment becomes part of the field experience Internship Notebook. In order to pass Primary Practicum and Internship, you must receive a satisfactory evaluation in all areas of the fall semester practicum and spring semester 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.

The Early Childhood Education and Human Development Diversity & Inclusion Statement
Our program strives to provide a classroom environment that is inclusive, accepting, and embraces diversity in all forms.
Our profession as educators requires work with children and families of many different beliefs, races, cultures, abilities, ethnicities, compositions, and living conditions. We are committed to educating our students to serve both children and their families in ways that meet the individual(s) where they are, that respects views that may be different than our own, and supports their unique situation to ensure a successful educational experience.
Early Childhood Rubric for Individual Lesson Evaluation and Formal Observation

This rubric is to be used in conjunction with the individual lesson evaluation tool (ECE 6) and the ECE Written Lesson Plan Rubric. The individual lesson evaluation tool is only to be used when observing and rating a single lesson in a content area or edTPA 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 edTPA implementation. This evaluation tool is 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 this evaluation tool. 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 four full and one half days a week following the entire course schedule. **On Thursdays interns will leave the field classroom at noon to attend a cohort class or edTPA support sessions that begin at 1:00.** The first day of Internship is the day your field school returns after winter break (you will likely return to your field school before January 8, 2018 when the university officially returns.). The last day of Internship is April 20, 2018.

- 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 every other week starting with the week of **January 9th.** CALs may be hand written.

- Receive a mid-term and final Candidate Preservice Assessment for Student Teaching (CPAST) with your mentor and supervisor in a team meeting. Form and ratings will be found and submitted at: http://cech.uc.edu/education/oep/field.html

- Receive one formal lesson observation by your mentor teacher while you are implementing your edTPA learning segments.

- Maintain an organized Internship Notebook.

- Complete your Teacher Performance Assessment (edTPA) portfolio and electronically submit to Pearson by due date.

- Receive two/three 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 ECE Primary Lesson Plan format at least three days prior to implementation of the lesson.

***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 the Candidate Preservice Assessment for Student Teaching (CPAST). 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.
   - Mid-Term Candidate Preservice Assessment for Student Teaching (CPAST) meeting and ratings submission (ECE 5) completed between **Feb. 5-16, 2018.**
   - Final Candidate Preservice Assessment for Student Teaching (CPAST) meeting and ratings submission (ECE 5) completed by **April 20, 2018.**

3. **Teacher Performance Assessment Tasks 2 and 3:**
   These tasks require you to implement your 5 learning segments and videotape yourself teaching these lessons from edTPA Task #1. It is a good idea to tape all of your 5 learning segments, so you have enough video to be able to choose a quality clip(s) to submit with your edTPA 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 edTPA 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 will need to collect the student work from the lesson(s) you videotape. You will need the work samples to complete edTPA Task #3.**

   You need to send a video permission letter to parents. One will be posted on Blackboard. If you did not send this home in fall semester, be sure to send it out early in January to be able to plan for your videotaping session (send home the first week of January).

   The edTPA Early Childhood Handbook and exact directions for the Teacher Performance Assessment tasks are posted under course documents on Blackboard. Please review this document carefully 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.

   **All edTPA task responses will need to be written and submitted in the correct templates provided by edTPA and Pearson (see Blackboard). Be sure that you write all responses 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.

   **edTPA Task #2 is to be completed on February 18, 2018-place copy in notebook**
   **edTPA Task #3 is to be completed on March 4, 2018-place copy in notebook**
   **Date for EC edTPA portfolio submission to Pearson is March 15, 2018**
4. **Collaborative Assessment Log:** Complete a Collaborative Assessment Log (CAL) bi-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 of Internship on Blackboard and Forms section of the Intern Handbook. The directions are very clear on the form, but if you have questions, be sure to contact your supervisor and see the example on Blackboard. CALs in spring semester are open-ended and do not have a weekly topic.

5. **edTPA Task #1:** Implement your 5 learning segments and have one individual lesson observation completed 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 Abbreviated Internship Lesson Plan template. 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. An abbreviated template for Internship will be posted on BB.

   For all observations by your supervisor, you must submit a detailed Primary Lesson Plan (fall semester format) to your supervisor three days in advance.

8. **You are responsible for completing all CAEP and college forms by the 13th week of spring semester.** They can be found at the following web site: http://cech.uc.edu/education/oep/field.html

9. **Internship Notebook:** Keep all weekly plans organized by week in your Internship Notebook along with your bi-weekly Collaborative Assessment Logs.
**Course Schedule- Intern Planning/Teaching Responsibility Timeline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1</td>
<td>Plan and Implement Half Day Instruction</td>
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<tr>
<td>2</td>
<td>1/8 Plan and Implement Half Day Instruction</td>
</tr>
<tr>
<td>3</td>
<td>1/15 Add Planning and Teaching Responsibility For One More Content Area</td>
</tr>
<tr>
<td>4</td>
<td>1/22 Maintain Same Level of Responsibility</td>
</tr>
<tr>
<td>5</td>
<td>1/29 Maintain Same Level of Responsibility</td>
</tr>
<tr>
<td>6</td>
<td>2/5 Take On Responsibility For Full Day Instruction and All Lead Teacher Responsibility</td>
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<tr>
<td>7</td>
<td>2/12 Continue Full Day Responsibility</td>
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<tr>
<td>8</td>
<td>2/19 Continue Full Day Responsibility</td>
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<tr>
<td>9</td>
<td>2/26 Continue Full Day Responsibility</td>
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<tr>
<td>10</td>
<td>3/5 Continue Full Day Responsibility</td>
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<tr>
<td>11</td>
<td>3/12 Continue Full Day Responsibility</td>
</tr>
<tr>
<td>12</td>
<td>3/19 Reduce Planning and Teaching By One Content Area</td>
</tr>
<tr>
<td>13</td>
<td>3/26 Reduce Planning and Implementation To Half Day</td>
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<tr>
<td>14</td>
<td>4/2 Reduce Planning and Implementation To Half Day</td>
</tr>
<tr>
<td>15</td>
<td>4/9 Plan and Implement One Content Area</td>
</tr>
<tr>
<td>16</td>
<td>4/16 Assist Your Mentor</td>
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</tbody>
</table>

A minimum of six weeks equal to thirty days of full time teaching is required. *** On your time sheet 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 in-service 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.

**Spring Break:** Interns will follow the spring break schedule of the field school. This means you are to attend your Internship during the university’s spring break, but you will not have classes that week. You are off from the field during your school’s spring break, but you will have your cohort courses that week.
Annotated ECE Primary Lesson Plan Template

Name / Grade Level

Standard & Objective (NAEYC 4C/OSTP 4)
• Standard, topic, standard statement (e.g., CCSS RL.1.1: Ask and answer questions about key details in text.)
• Objective containing clear instructional conditions, observable behaviors, and measurable criteria (e.g., Using mentor text and anchor chart, students will complete a graphic organizer (see attached) with at least one sentence for each question.)
• All academic language (i.e., instructional language) and critical vocabulary (i.e., vocabulary from any literature being used) are listed.

Central Focus and Brief Activity Description (NAEYC 2) (delete this section when uploading for edTPA)
• The central focus is an overarching statement of what is to be achieved and its importance in the bigger picture of the school year.
• In 2-3 sentences, briefly explain the lesson activity.

Rationale (delete this section when uploading for edTPA)
• Provide the theoretical basis of your instructional choices. It is important that your methods be grounded in theory, so cite theorists to support your instructional planning. Provide a rational for how (methods) you will teach the objective and why (theory/research/DAP principles/etc.) your choice of instructional methods is the best approach based on the needs of the children in our class. Remember to reference the NAEYC DAP Principles, too.

Assessment (NAEYC 3/OSTP 3)
• Assessment must be clearly aligned with the instructional objective(s) and noted standard(s).
• Clearly describe student-produced evidence of learning.
• Thoroughly describe and provide the teacher-utilized assessment tool (e.g., rubrics, checklists, scoring guides, observation forms, documentation).
• Identify the specific criteria used to assess the student’s development and to demonstrate the objective has been met.
• Attend to student’s active learning through multiple modalities, and show how individuals or groups with specific needs will demonstrate their learning. Connect to adaptations section if necessary.

Connections (NAEYC 1,2,4C/OSTP 1,4)
• For students: Thoroughly relate student’s prior knowledge, current skills, and/or knowledge to the learning outcomes of this lesson. Include examples of student’s prior learning and future use of the skill/knowledge (across grade levels and within the current grade) for applications both in and out of the classroom.
• For teacher: Identify any unique knowledge or skill necessary to teach this lesson. Plan to address common (e.g., developmental) student misconceptions related to the content or instruction.

Cultural Diversity (NAEYC 2/OSTP 1)
• 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 in your instruction will you make this lesson real/meaningful for the children by connecting it to the home life/daily lives of your students?
Procedures / Instruction (NAEYC 4B,C,D/OSTP 1,4)
List materials and preparation necessary. Label and thoroughly describe the lesson introduction, instruction, reinforcement (i.e., independent application of the skills taught), and closure.

- Describe all methods and content in detail, include teacher dialogue in quotations. Provide step-by-step process of instruction and plan for transitions.
- Within each section:
  - Describe how students are grouped and why.
  - Bold all academic language (i.e., instructional language) and critical vocabulary (i.e., vocabulary from any literature being used). Identify where in the lesson students develop/practice the use of these key terms. What instructional supports are used during the lesson to promote use of the vocabulary?
  - Italicize questioning that leads to critical thinking, addresses academic language and critical vocabulary, and the identification of misconceptions (followed by differentiated approaches to remediate those misconceptions).
  - Underline any learning experiences and/or materials you selected or adapted based on your knowledge of the students’ cultural background and practices, everyday lives and experiences, and/or special needs.

Adaptations (NAEYC 1/4C/OSTP 1,4)
- Describe in detail all special learning needs in the classroom. Remember, not all needs may be specifically diagnosed. Adaptations should include both extensions for higher performing students and support for students that struggle.
- 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).

Analysis of Student’s Learning (to be done post-implementation)
- Collect and analyze student’s work.
- Provide a graphic or chart that summarizes the learning for the whole class based on the criteria from your objective.
- Identify patterns of learning within and across learners.
  - From the perspective of the skill or content utilize a tiered view (e.g., advanced, on target, support needed).
  - From the perspective of the unique characteristics of the students that constitute each tier (e.g., special needs, unique learning abilities)
- What feedback did you provide to students (e.g., written on work, formative verbal feedback, etc.)? Explain how this feedback addressed their individual and developmental strengths and areas for growth.
- Explain the extent to which students were able to use key concepts, vocabulary, and academic language to meet the objective.
- Based on your analysis of the student’s work, describe your next steps for instruction for the whole class, each tier, and focus student. Support your answer with evidence based on research/theory/principles of development.

Mentor Teacher Feedback
# ECE Primary Lesson Plan Template - Fall Semester

<table>
<thead>
<tr>
<th>Name / Grade Level</th>
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<tbody>
<tr>
<td><strong>Standard &amp; Objective</strong></td>
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<tr>
<td><strong>Central Focus and Activity Description</strong> (delete this section when submitting Task #1)</td>
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<tr>
<td><strong>Rationale</strong> (delete this section when submitting Task #1)</td>
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<tr>
<td><strong>Assessment</strong></td>
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<td><strong>Connections</strong></td>
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<td><strong>Cultural Diversity</strong></td>
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<td><strong>Procedures / Instruction</strong></td>
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<tr>
<td><strong>Adaptations</strong></td>
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<tr>
<td><strong>Analysis of Student’s Learning</strong> (to be done post-implementation)</td>
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<tr>
<td><strong>Mentor Teacher Feedback</strong></td>
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Internship Lesson Plan Template

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<tr>
<th>Name / Grade Level:</th>
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**Standards & Objectives:**

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<tr>
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<th>Objective:</th>
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<tr>
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<td>Critical Vocabulary:</td>
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<td>Critical Vocabulary:</td>
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<th>Objective:</th>
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<td>Academic Language:</td>
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<td>Critical Vocabulary:</td>
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<th>Friday:</th>
<th>Standard:</th>
<th>Objective:</th>
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<td>Academic Language:</td>
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<td>Critical Vocabulary:</td>
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**Assessments:**

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Adaptations:

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Procedures (intro, instruction, reinforcement, closure, embedded questions):

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<th>Monday</th>
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Analysis of Student’s Learning (to be done post-implementation/identify analysis by day):

Mentor Teacher Feedback:

This template may not be used for edTPA learning segments, formal observations, or during fall semester.
SECTION SIX

• Sample Assignments
Sample Assignments

In this section are samples of lesson plans/learning segments. These are not meant to be used verbatim but as models for the work you will complete for the field experience assignments and Task #1 of edTPA. You must avoid using similar language, but instead, write in your own words.

These samples do not have the rationale section. You must be sure to include a rationale as laid out on the template for all lessons you write in the field and for your ECE courses. The rationale section was removed by the candidate for edTPA submission.

The ECE Primary Lesson Plan Template provides a structure to use when planning your lessons. It is up to you to complete each section of the lesson plan template in a manner that is understandable for you when implementing a lesson. You may not leave any section out of your lessons. They should have enough detail that your mentor, a substitute, or your supervisor can walk in and teach the lesson without advance notice. It must be clearly written with sufficient details on methods, content information, assessments etc. Your fall templates will be significantly more detailed than those you write in spring semester, because you are learning to internalize good planning through the written process during this semester.
Primary Lesson Plan Sample

Name / Grade Level
Second Grade

English Language Arts

Standard & Objective
CCSS.ELA-Literacy.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Objective: Using an assigned poem, the students will identify similes and metaphors by listing at least two examples of each found in the poem.

Academic Language- simile, metaphor, figurative language, poetry, compare, sensory imagery

Critical Vocabulary- sap, chagrined, lure

Central Focus and Activity Description
This is the first in a segment of five lessons that will introduce various types and elements of poetry. In this lesson, we will discuss the function and effect of similes and metaphors. We will read poems as a group and identify the similes and metaphors used before generating original similes and metaphors in a hands-on activity. Then, students will read an additional poem and identify similes and metaphors on their own.

Rationale

Assessment
Objective: Using an assigned poem, the students will identify similes and metaphors by listing two examples of each found in the poem.

I will be collecting this particular assessment and taking it for a grade. I will be looking to make sure that each student was able to accurately identify two similes and two metaphors from the poem. This assessment will be worth four points. The students will receive one point for each simile and metaphor accurately identified. I will use the results of this assessment to help plan further instruction. If the students prove to be able to identify similes and metaphors, I will have them practice using similes and metaphors in their own writing throughout various units. If the students struggle to identify similes, metaphors, or both I will provide them with additional practice by creating a jeopardy game to play as a whole group.

I expect the students to participate in our whole group reading of “The Pilot.” I expect the groups to be able to create two similes and two metaphors in order to describe their juice. I think the students will struggle to come up with their own metaphors in order to describe their juice, which is why heterogeneous groups will be important for this activity. The students in each group can share knowledge and potentially clear up misunderstandings in regards to similes and metaphors. For the assessment, I expect the students to be able to identify two similes and two metaphors in the poem. I predict that the students will be able to identify similes easier than they will be able to identify metaphors. The students will have to search more in depth for the metaphors used in the poem, whereas, when identifying similes, the students can simply look for the words “like” or “as.”

Connections
Of Student (Student Background Knowledge): According to the Common Core State Standards for first grade, students should be able to, with prompting and support, read prose and poetry of appropriate complexity for grade 1 (CCSS.ELA-Literacy.RL.1.10). Students should also be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses (CCSS.ELA-Literacy.RL.1.4). Both of these Common Core State Standards for first grade tell me that the students have spent time not only reading poetry, but also comprehending poetry by focusing on the words or phrases chosen that appeal to the senses or evoke strong feelings. Starting the first week of second grade, the students have been given a weekly poem. Every day we read the poem as a whole group and focus on a different component, such as different parts of speech and/or providing synonyms for descriptive words and language. In this lesson, we will be reading several poems and identifying the similes and metaphors...
used. We will talk about the importance of similes and metaphors and what they do for a poem in terms of the mental images they paint for the readers. This will be important for the students to know, so that when they move to third grade they can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (CCSS.ELA-Literacy.RL.3.4). This specific lesson connects to immediate future learning in my classroom. Following this unit, the students will begin learning about descriptive writing and they will be expected to use similes and metaphors. Connections can be made between this lesson and the students’ lives outside of the classroom because similes and metaphors are used in speech and can also be found in their favorite books or movies. The students hear similes and metaphors being used around them constantly.

Of Self (Teacher Background Knowledge): In order to lead this lesson appropriately, I need to be able to support the students’ knowledge and comprehension of poetry. I need to be able to define figurative language and share with the students why figurative language plays an important role in poetry. I need to make it clear to the students that similes and metaphors are two specific types of figurative language that are used to evoke specific feelings in the readers. I need to be able to distinguish between similes and metaphors, as well as be able to identify and describe them throughout various poems. I need to be able to accommodate the different learning styles in my classroom. For my auditory learners, I will need to read the poems aloud and read them multiple times. The video I will be sharing with the students will also accommodate my auditory learners. For my visual learners, I will need to have the poems displayed on the Interwrite board, so they can see the words in the poems in addition to hearing them. The video I will be sharing will also accommodate my visual learners. For my kinesthetic learners, I will need to provide them with a hands-on activity, which I will do by providing the students with their own juice in order for them to create similes and metaphors. Information about how to teach similes and metaphors through the use of poetry can be found on a website called Poetry4kids (Poetry4kids.com). This site gives examples of varying exercises to do with children when learning about similes and metaphors through the use of poetry. Also, this site provides several poems that are age appropriate for second graders and have many similes and metaphors used within them.

Procedures / Instruction

Materials: Interwrite board, Two poems- “My Favorite Day” and “The Pilot”- both by anonymous authors, Video- “My Dog Is as Smelly as Dirty Socks,” Juice- apple, apple raspberry, grape, cranberry, kiwi strawberry, and strawberry banana, Solo cups- 25, Simile and metaphor worksheets- 31 copies (one for each group and one for each student during the assessment).

Instruction:

• Before I begin the lesson, I will share with the students both orally and in writing the purpose of the lesson, objective for the lesson, procedure throughout the lesson, and the assessment that will take place at the end of the lesson. I will then dictate my expectations for their behavior throughout the lesson.

• I will then begin a whole-group discussion with the students about similes and metaphors. This is a way to informally assess students’ entry level of understanding, allow them to share their own and learn from others’ knowledge, and to ensure all students begin with the same information and expectations from me. First, we will introduce vocabulary and give examples. I will ask, “What is a simile?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that a simile is when you say that a person, place, animal, or thing is LIKE something else. A simile always uses the words ‘like’ or ‘as’. I will provide the students with an example of a simile by saying, “John was as quiet as a mouse.” I will record this definition and example on an anchor chart to reinforce the information and serve as a reference later. I will then ask the students if they can come up with any examples of similes. I will call on students sitting quietly with their hands raised. I will then ask, “What is a metaphor?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that a metaphor is when you say that a person, place, animal, or thing IS something else, not just like
metaphors

I will connect this video to metaphors similes video shares many different I will then share a video with the students called “My Dog Is as Smelly as Dirty Socks.” This understand that his/her hand raised. I will add additional information if needed in order to ensure the students will wait patiently for the students to generate ideas. I will call on a student sitting quietly with their hands raised. I will ask students to compare the two types of figurative language: “What do similes and metaphors have in common? What is different about them?” I will tell the students that similes and metaphors are two types of figurative language. I will define figurative language by telling the students that figurative language is simply a colorful way to express an otherwise boring statement. I will then ask the students which statement sounds better: she is pretty or she is as pretty as a picture. I will tell the students that using the simile to describe the girl provides more detail and tells you how pretty she is. I will then link similes and metaphors to poetry by saying, “When you are reading poetry you will often notice many similes and metaphors. Poems are designed to convey experiences or feelings in a very vivid or detailed way. Authors use similes and metaphors because they help to describe people, objects, places, or feelings and they provide more detail.” After the introduction of these concepts in relation to poetry, I will make clear to the students that similes and metaphors are used outside of poetry as well. I will tell the students, “Similes and metaphors can be used to describe settings, people, places, and actions. We can find similes and metaphors in our favorite books or we can use similes and metaphors in our everyday language.”

• I will share a poem titled “The Pilot” with the students. They will be seated at their desks and I will display the poem on the Interwrite board. I will display the poem, read the poem aloud to the students, and then have the students read the poem aloud with me. I will define and clarify the critical vocabulary that exists within this poem. I will then call on students to come up to the Interwrite board and highlight a single simile or metaphor. The students will highlight the similes in yellow and the metaphors in blue. As the students highlight the similes and metaphors I will have them specifically identify what is being compared.

• I will then share a video with the students called “My Dog Is as Smelly as Dirty Socks.” This video shares many different similes that a young boy uses to describe the members of his family. I will connect this video to metaphors by asking students how they could turn the similes used into metaphors.

• Before beginning the activity aligned with this lesson, I will ask, “What is sensory imagery?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that sensory imagery refers to a writer’s choice of words which connect to a reader’s sense of sight, touch, taste, smell, or hearing.” I will tell the students that their task for the upcoming activity is to write similes and metaphors using sensory imagery. I will then assign the students to heterogeneous groups. Having heterogeneous groups for this activity will be beneficial because the higher level students can offer support to the lower level students. I will have five groups of four students and one group of five students. Each group will be assigned a particular type of juice. I will pour the juice into solo cups on the side table and call the groups one at a time to come pick up their cups. Once the students have their cups, they will write two similes and two metaphors using sensory imagery to describe their juice. Each group should have one worksheet in order to write their similes and metaphors. When all the groups are finished, I will have each group come to the front of the room, tell the class what type of juice they had, and then share their similes and metaphors.

• This lesson and language arts in general connects to the students’ real world experiences because every student has heard similes and metaphors used at one time or another. This lesson identifies the figurative language that they have heard and enables them to use similes and metaphors in their own writing or speech. Due to the diversity of my students, I think it is important to take into consideration culturally specific similes and metaphors. For example, a student who celebrates Christmas may associate and compare the colors red and green to this holiday. A
student who celebrates Hanukkah may associate and compare the colors blue and white to this holiday.

**Reinforcement:**
- In order to assess the students on similes and metaphors, I will place a new poem on the Interwrite board titled “My Favorite Day.” I will read the poem aloud to the students in order to ensure that this assessment does not become a reading assessment. The students will need to identify and write down two similes and two metaphors found in the poem. This assessment will be turned in for a grade.

**Closure:**
When all of the assessments have been turned in to me, I will have the students raise their hands and tell me the similes and metaphors they found in the poem. I will inform the students that we will be learning how to create various types of poems all week, which will incorporate similes and metaphors.

**Adaptations:** There are two children within my class that have IEP’s. There is an aide in the classroom to provide these students with one-on-one attention. There are two children within the class that have limited English proficiency (LEP). These students often need instructions repeated several times and in various ways. Four students have been in the response to intervention (RTI) process. All of these children will work closely with me, my mentor teacher, or the aide in the classroom. In order to further accommodate these students, they will be placed into heterogeneous groups for the activity during the instruction portion of the lesson. Having these heterogeneous groups will allow a positive interdependence to arise between the students with varied learning levels. To accommodate these students throughout the reinforcement portion of the lesson, I will work with them one-on-one to rephrase the similes and metaphors found in the poem. I will remind the students of the difference between similes and metaphors and then say, “Let’s look for…the _____ is ______? Do you see any comparisons being made where the author says something IS something else?” I will use this same rephrasing method in order to have the students identify the similes in the poem as well.

Within my classroom, four students are Hispanic, one student is Indian, one student is Japanese, one student is African American, and the remainder 18 students are Caucasian. It is clear that my classroom varies greatly in cultural backgrounds. English Language Arts is an important subject no matter the cultural backgrounds of the students. This lesson and language arts in general connects to the students’ real world experiences because every student has heard similes and metaphors used at one time or another. This lesson identifies the figurative language that they have heard and enables them to use similes and metaphors in their own writing or speech. Due to the diversity of my students, I think it is important to take into consideration culturally specific similes and metaphors. For example, a student who celebrates Christmas may associate and compare the colors red and green to this holiday. A student who celebrates Hanukkah may associate and compare the colors blue and white to this holiday.

**Analysis of Students’ Learning** (to be done post-implementation)

**Mentor Teacher Feedback**
Primary Lesson Plan Sample

Name / Grade Level
Second Grade
English Language Arts

Standard & Objective
CCSS.ELA-Literacy.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Objective: Using subjects of their choice, the students will create three acrostic poems with the following components: subject written vertically in bold print, words or phrases used to describe the subject written horizontally.

Academic Language- poem, acrostic poem, rhyme, rhythm, sensory imagery, synonyms, bold print
Critical Vocabulary- horizontal, vertical, sari

Central Focus and Activity Description
This is the first in a segment of five lessons that will introduce various types and elements of poetry. In this lesson, we will discuss the structure and purpose of acrostic poems. We will read multiple examples together and create a poem as a class before students individually write their own acrostic poems.

Rationale

Assessment
Objective: Using subjects of their choice, the students will create three acrostic poems with the following components: subject written vertically, words or phrases used to describe the subject written horizontally.
I will collect this assessment and take it for a grade. The assessment will be worth fifteen points. I will use the attached rubric to grade the poems. I will use the results of this assessment to help plan future instruction. If the students prove to understand acrostic poems and are able to successfully create their own, I will know that the students are ready to move on to lesson three of this unit. If the students prove to not understand acrostic poems, I will have the students practice writing these poems using their names and describing themselves in order to provide them with additional practice.
I expect the students to participate in our whole-group discussion about acrostic poems. I expect the students to participate in the creation of our class acrostic poem on the sari. For the assessment, I expect the students to use their new knowledge on acrostic poems in order to create three acrostic poems. I think the higher level students will struggle to brainstorm phrases to describe their topic. However, I want to challenge these students because I know they can be successful creating phrases. I think the lower level students will be able to accurately describe their topic using a single word for each letter.

Connections
Of Student (Student Background Knowledge): According to the Common Core State Standards for first grade, students should be able to, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (CCSS.ELA-Literacy.W.1.5). This Common Core State Standard for first grade tells me that the students have spent time revising and editing their writing by working together with peers. In the first lesson of this unit, we focused on sensory imagery using similes and metaphors. In this lesson, students will create three acrostic poems using the subjects of their choice. They will edit and revise their poems with help from peers before they produce a final handwritten copy. Knowing how to effectively use resources, such as your peers, to edit writing, is important for the students to know so that when they move to third grade they can continue to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (CCSS.ELA-Literacy.W.3.5). This specific lesson connects to immediate future learning in my classroom. Following this unit, the students will begin learning about descriptive writing. The students will be using sensory imagery to write their acrostic poems as well as their descriptive writing pieces. Connections can be made between this lesson and the students’ lives...
outside of the classroom because the students are able to choose the subjects of their acrostic poems. These subjects could be places, objects, or people that the students come in contact with outside of school. For example, students could choose to write acrostic poems about their mom, teddy bear, or favorite restaurant.

Of Self (Teacher Background Knowledge): In order to lead this lesson appropriately, I need to be able to support the students’ knowledge and comprehension of poetry. I need to be able to explain how to write an acrostic poem, as well as have several examples prepared in order to share them with the students. I need to make it clear to students that sensory imagery should be used to describe their topic if they are writing phrases instead of single words. For the assessment portion of this lesson, it is important that I have an accurate understanding of each child’s academic level. Having this understanding will enable me to effectively differentiate my instruction. Differentiating my instruction will allow each child to be successful creating their acrostic poems while working at their own academic level. I need to be able to accommodate the different learning styles in my classroom. For my auditory learners, I will need to read the sample acrostic poems aloud and read them multiple times. For my visual learners, I will need to have the poems displayed on the Interwrite board, so they can see the words in the poems in addition to hearing them. In order to accommodate my kinesthetic learners, the students will be creating their own acrostic poems, which will provide the kinesthetic learners with a hands-on approach to poetry. Information about how to teach acrostic poems can be found on a website called Poetry4kids (Poetry4kids.com). This site defines an acrostic poem and also gives four easy steps to follow in order to successfully create this type of poem. Several examples of acrostic poems, as well as a thorough explanation of the examples are also shared on the website.

Procedures / Instruction

Materials: Interwrite board, Four acrostic poems (two using single words and two using phrases), Sari (Indian dress), Plain white paper- 25 sheets, Laptop computers- 25.

Instruction:

• Before I begin the lesson, I will share with the students both orally and in writing the purpose of the lesson, objective for the lesson, procedure throughout the lesson, and the assessment that will take place at the end of the lesson. I will then dictate my expectations for their behavior throughout the lesson.

• I will then begin a whole-group discussion with the students about acrostic poems, to informally assess students’ entry level of understanding, allow them to share their own and learn from others’ knowledge, and to ensure all students begin with the same information and expectations from me. First, we will read example poems, paying particular attention to how acrostic poems are structured. I will have two examples, one using single words and one using phrases, of acrostic poems on the Interwrite board. I will ask, “What do you notice about the acrostic poems on the board? Are there any key features you notice?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that acrostic poems have a subject written vertically in bold print down the page. The words or phrases written horizontally describe the subject. I will go on to say, “The subject of an acrostic poem can be any object, person, place, or anything else you can think of. The first letter of each line is capitalized and in bold print in order to easily see the subject written vertically down the page.” I will then ask the students to raise their hands and tell me what I mean when I say the subject is written vertically down the page. I will call on a student sitting quietly with his/her hand raised. I will scaffold the student if necessary in order to ensure the students understand when you write a word vertically you are writing the word up and down. I will ask the students to raise their hands and tell me what I mean when I say to write the words or phrases describing the subject horizontally. We will compare the two examples and discuss that the poem can have short describing lines, with single words, or use lengthier phrases to describe the subject. I will call on a student sitting quietly with his/her hand raised. I will scaffold the student if necessary in order to ensure the students understand when you write horizontally you are writing left to right. I will...
then share with the students four steps to follow when writing an acrostic poem. First, they should decide on a subject. Then, they should write the subject down vertically and in bold print. Next, they should brainstorm words or phrases to describe their topic. Finally, they should write the words or phrases horizontally next to the corresponding letter. It is important for the students to understand that the words or phrases they choose to describe their subject have to begin with the same letters that are written down vertically. I will then read the acrostic poems that are displayed on the Interwrite board and I will point out the key features.

- After the introductory discussion, I will teach acrostic poems to the students using the method “I do, we do, you do.”
- For the “I do” portion of the lesson, I will read two other examples, one using single words and one using phrases, of acrostic poems. Then, I will write my own acrostic poem using phrases on the Interwrite board. I will talk through my thoughts while I am writing my acrostic poem in order for the students to understand the thinking process they should go through when creating their own.
- For the “we do” portion of the lesson, I will invite students to share from their own interests and cultures. For example, I may ask one of the students, who is of Indian descent, bring in one of her dresses. This dress is referred to as a sari within her Indian culture. I will describe what a sari is to the students, as well as hold up the sari for students to see. Then, I will write the word sari down vertically on the Interwrite board. I will have the students raise their hands in order to brainstorm ideas of how we could use sensory imagery to describe the sari, reminding them specifically of similes and metaphors. I will call on students sitting quietly with their hands raised. Once we have a good list of ideas, I will ask the students how I could write the phrases in the poem, keeping in mind that the phrases have to begin with the same letters used to make up the word sari. I may need to scaffold students in order to come up with synonyms for certain words so that they are able to fit into our poem. Once we have a phrase for each letter in the word sari, I will ask a student to read our poem out loud to the whole class.
- It is clear that my classroom varies greatly in cultural backgrounds. Due to the diversity of my students, I thought it would be an excellent idea to incorporate culture into this lesson. This is why I chose to describe a sari as our whole group acrostic poem. English Language Arts is an important subject no matter the cultural backgrounds of the students. This lesson and language arts in general connects to the students’ real world experiences because the students can write an acrostic poem on any person, place, or thing.

Reinforcement:

- The “you do” portion of the lesson will also serve as the assessment. I will first explain my expectations to the students. I will tell them that they are each going to be creating three acrostic poems. They can choose any object, place, or person they want to describe. I will ask, “How can you use sensory imagery to describe your subject?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. Then, I will tell the students to follow the same process that we did as a whole group. I will review this process and remind the students that we first picked a subject, then we wrote our subject down vertically and in bold print, then we brainstormed phrases to describe our subject, and finally we wrote the phrases horizontally next to each letter keeping in mind that they have to begin with the same letters. Students will first work independently on this task, then collaborate with peers for revision and reinforcement and ultimately completing a final copy on their own. This grouping strategy allows each student to work with material individually and collaboratively before demonstrating their ability on an individual assessment.
- I will then explain to the students that they are going to write the rough draft of their acrostic poems in their writing journal. Once their rough drafts are complete, they need to share their
poems with three other students in order to receive feedback from peers, students will be expected to use our previously established procedures for working with classroom writing partners. They need to edit and revise their acrostic poems based upon the feedback they receive. Once they have shared their poems with three other students, they need to hand-write final copies. I will have the students staple their three acrostic poems together with the poem they want me to grade on top. I am allowing the students to choose which poem they believe is their best work for me to grade instead of grading the students on all three acrostic poems.

Closure:
Once all of the students finish creating, editing, and producing final copies of their acrostic poems, I will have them raise their hands in order to share one of their poems with the whole class. I will allow three students to share their work. I will then ask the students to raise their hands and describe an acrostic poem to me. I will call students by tables to turn their completed acrostic poems into the Language Arts bin.

Adaptations:
There are two children within my class that have IEP’s. There is an aide in the classroom to provide these students with one-on-one attention. There are two children within the class that have limited English proficiency (LEP). These students often need instructions repeated several times and in various ways. Four students have been identified as response to intervention (RTI). All of these children will work closely with me, my mentor teacher, or the aide in the classroom. For the assessment portion of the lesson, the lower level students will be specifically told to use a single word for each line of their acrostic poems. The higher level students will be specifically told to use phrases for each line on their acrostic poems. This differentiated instruction will allow each student to be successful at his/her own academic level. For the assessment portion of the lesson, these students will be specifically told to focus on creating only one acrostic poem. In order to further accommodate a student within my classroom who has spina bifida, I will allow him to write the final copy of his acrostic poems on poster board using a marker. This particular student has weak motor skills, which makes it difficult for him to grasp a writing utensil, as well as apply pressure to write with the utensil. He writes extremely big due to the lack of control he has when writing. Allowing him to use a poster board will give him plenty of space to write his poems. Using the marker will make it easier for him to write because he won’t have to apply a lot of pressure. In order to further accommodate a student with autism, as well as the ELL students, I will work one-on-one with them to reiterate the vocab essential to being successful at creating acrostic poems. If these students are able to create one poem successfully I will ask them to create another acrostic poem on a different subject.
Within my classroom, four students are Hispanic, one student is Indian, one student is Japanese, one student is African American, and the remainder 18 students are Caucasian. It is clear that my classroom varies greatly in cultural backgrounds. Due to the diversity of my students, I thought it would be an excellent idea to incorporate culture into this lesson. This is why I chose to describe a sari as our whole group acrostic poem. English Language Arts is an important subject no matter the cultural backgrounds of the students. This lesson and language arts in general connects to the students’ real world experiences because the students can write an acrostic poem on any person, place, or thing.

Analysis of Students’ Learning (to be done post-implementation)

Mentor Teacher Feedback
## Acrostic Poem

### Student Name: ________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>One Point</th>
<th>Two Points</th>
<th>Three Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vertical Title</strong></td>
<td>Title is not written vertically and not in bold print.</td>
<td>Student has one of the two components:</td>
<td>Title is written vertically and in bold print.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Title is written vertically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Title is written in bold print.</td>
<td></td>
</tr>
<tr>
<td><strong>Horizontal Rows</strong></td>
<td>Content of poem is not written horizontally and not based off of the title.</td>
<td>Student has one of the two components:</td>
<td>Content is written horizontally and based off of the title.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Content of poem is written horizontally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Content of poem is based off of the title.</td>
<td></td>
</tr>
<tr>
<td><strong>Sensory Imagery</strong></td>
<td>Student does not use sensory imagery in poem.</td>
<td>Student uses less than three examples of sensory imagery in poem.</td>
<td>Student uses three or more examples of sensory imagery in poem.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>Poem is difficult to read.</td>
<td>Poem can be read, but contains some words that are not easily read.</td>
<td>Poem is easy to read.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Words are not spelled correctly.</td>
<td>The majority of words are spelled correctly.</td>
<td>All words are spelled correctly.</td>
</tr>
</tbody>
</table>
Primary Lesson Plan Sample

Name / Grade Level
Learning Segment order 1 2 3 4 5
Second Grade
English Language Arts

Standard & Objective
CCSS.ELA-Literacy.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Objective: Using the subject of family traditions, the students will create three couplet poems with the following components: two lines, rhyming, both lines have the same number of syllables.
Academic Language- couplet poem, rhyme, syllables, poem, synonyms
Critical Vocabulary- family traditions

Central Focus and Activity Description
This is the third in a segment of five lessons that will introduce various types and elements of poetry. In this lesson, we will discuss the format and style of couplets. We will read multiple examples and create several couplets together before students generate their own couplets about family traditions.

Rationale

Assessment
Objective: Using the subject of family traditions, the students will create three couplet poems with the following components: two lines, rhyming, both lines have the same number of syllables.
I will collect this assessment and take it for a grade. The assessment will be worth fifteen points. I will use the attached rubric to grade the poems. I will use the results of this assessment to help plan future instruction. If the students prove to understand couplet poems and are able to successfully create their own, I will know that the students are ready to move on to lesson four of this unit. If the students prove to not understand couplet poems, I will provide them with additional practice by having them complete a creative couplet worksheet. This worksheet asks the students to look at the pictures at the top, find four pairs that rhyme, and then write a couplet poem about each pair.
I expect the students to participate in our whole group discussion about couplet poems. I expect the students to participate in the creation of our class couplet poem about Hanukkah. For the assessment, I expect the students to use their new knowledge on couplet poems in order to create three couplet poems. I think the lower level students will be challenged by this particular lesson because it takes a lot of planning in order to fit the pattern required for a couplet poem, which is why I am allowing these students to focus on creating one couplet poem.

Connections
Of Student (Student Background Knowledge): According to the Common Core State Standards for first grade, students should be able to, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (CCSS.ELA-Literacy.W.1.5). This Common Core State Standard for first grade tells me that the students have spent time revising and editing their writing by working together with peers. In the first lesson of this unit, we focused on sensory imagery; more specifically we focused on similes and metaphors. In the second lesson, students created, edited, and produced a final copy of three acrostic poems using a subject of their choice. In this lesson, students will create three couplet poems using the subject of family traditions. They will edit and revise their poems with help from peers before they produce a final handwritten copy. Knowing how to effectively use resources, such as your peers, to edit writing, is important for the students to know so that when they move to third grade they can continue to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (CCSS.ELA-Literacy.W.3.5). This specific lesson connects to immediate future learning in my classroom. Following this unit, the students will begin learning about descriptive writing. The students will be using sensory imagery to write their couplet poems as well as their descriptive writing pieces. Connections can be made between this lesson and the students’ lives outside of the classroom because the
students are writing their poems about family traditions. For example, the students may choose to write about yearly birthday celebrations with their families or a routine weekend trip they take during the summer months.

Of Self (Teacher Background Knowledge): In order to lead this lesson appropriately, I need to be able to support the students’ knowledge and comprehension of poetry. I need to be able to explain how to write a couplet poem, as well as have several examples prepared in order to share them with the students. I need to make it clear to students that sensory imagery should be used to describe their subject. For the assessment portion of this lesson, it is important that I have an accurate understanding of each child’s academic level. Having this understanding will enable me to effectively differentiate my instruction. Differentiating my instruction will allow each child to be successful creating their couplet poems while working at their own academic level. I need to be able to accommodate the different learning styles in my classroom. For my auditory learners, I will need to read the sample couplet poems aloud and read them multiple times. For my visual learners, I will need to have the poems displayed on the Interwrite board, so they can see the words in the poems in addition to hearing them. In order to accommodate my kinesthetic learners, the students will be creating their own couplet poems, which will provide the kinesthetic learners with a hands-on approach to poetry. Information about how to teach couplet poems can be found on a website called Kidspot (Kidspot.com). This site defines and shares the characteristics that compose a couplet poem. Examples of couplet poems are also shared on the website.

Procedures / Instruction

Materials: Interwrite board; Three couplet poems; Syllable lesson video; Plain white paper- 25 sheets; Laptop computers- 25.

Instruction:

• Before I begin the lesson, I will share with the students both orally and in writing the purpose of the lesson, objective for the lesson, procedure throughout the lesson, and the assessment that will take place at the end of the lesson. I will then dictate my expectations for their behavior throughout the lesson.

• I will then begin a whole-group discussion with the students about couplet poems, to informally assess students’ entry level of understanding, allow them to share their own and learn from others’ knowledge, and to ensure all students begin with the same information and expectations from me. First, we will examine the structure of couplets. I will have an example of a couplet poem on the Interwrite board during this discussion. I will ask, “What do you notice about the couplet poem? Are there any key features you notice?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that a couplet poem consists of two lines that rhyme and have the same number of syllables. I will then ask the students to raise their hands and tell me what rhyming words are. I will call on a student sitting quietly with his/her hand raised. I will scaffold the student if necessary in order to ensure the students understand that rhyming words are words that end with the same sound. I will ask, “By looking at the poem on the Interwrite board, who can tell me the rhyming words?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. Then, to remind students what a syllable is and how they can identify the number of syllables in a word I will show them a short video. After the video, I will ask, “By looking at the poem on the Interwrite board, who can tell me the number of syllables in each line?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will describe a couplet poem further by saying, “Couplet poems can typically be written on any subject and must be a complete thought or tell a full story. The couplet poems you are going to be writing will focus on family traditions. Who can tell me what a family tradition is?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will then provide the students with several examples of family traditions. For instance, I will tell the students one of my family traditions is to go on a weekend long trip to Lake Cumberland every summer with my entire family. I will then share
with the students five steps to follow when writing their *couplet poems*. First, they should decide on a family tradition. Then, they should write the first sentence. Next, they should make a list of words that *rhyme* with the last word in the sentence. Next, they should write the second sentence making sure that it *rhymes* with the first. Finally, they should make sure that both lines have the same number of *syllables*.

- After the introductory discussion, I will teach *couplet poems* to the students using the method “I do, we do, you do.”
- For the “I do” portion of the lesson, I will read two other examples of *couplet poems*. Then, I will write my own *couplet poem*, using the subject of family traditions, on the Interwrite board. I will talk through my thoughts while I am writing my *couplet poem* in order for the students to understand the thinking process they should go through when creating their own. I will intentionally include examples of trying different words to express an idea with the appropriate number of syllables, as I anticipate this might be a challenge for some students in their independent work.
- For the “we do” portion of the lesson, I will invite my students who celebrate Hanukkah to share their traditions with the class. I will ask these students to explain to the class what Hanukkah is. I will write down some of the phrases these students share in terms of how they celebrate Hanukkah. Once we have a good list, I will ask the entire class how I could write some of these ideas into phrases for our *couplet poem*. Then, together as a class we will follow the steps to write a *couplet poem* about Hanukkah. I may need to scaffold the students in order to come up with *synonyms* for certain words or phrases so that they are able to fit into our *poem*. Once we complete our *poem*, I will ask a student to read our *poem* out loud to the whole class.
- This is why I chose to write about Hanukkah for our whole group *couplet poem*. English Language Arts is an important subject no matter the cultural backgrounds of the students. This lesson and language arts in general connects to the students’ real world experiences because the students are recalling their own family traditions in order to write their *couplet poems*.

**Reinforcement:**
- The “you do” portion of the lesson will also serve as the assessment. I will first explain my expectations to the students. I will tell them that they are going to be creating three *couplet poems*. Their *couplet poems* must be written about their own family traditions. They may write about three different family traditions, or three couplets about the same tradition. I will tell the students to follow the same process we did as a whole group. I will review this process and remind the students that we first decided on a family tradition, then we wrote our first sentence, next we made a list of words that rhyme with the last word in the sentence, next we wrote the second sentence making sure it rhymes with the first, and finally we made sure both lines had the same number of syllables. Students will first work independently on this task, then collaborate with peers for revision and reinforcement and ultimately completing a final copy on their own. This grouping strategy allows each student to work with material individually and collaboratively before demonstrating their ability on an individual assessment.
- I will then explain to the students that they are going to write the rough draft of their *couplet poems* in their writing journal. Once their rough draft is complete, they need to share their *poems* with three other students in order to receive feedback from peers, students will be expected to use our previously established procedures for working with classroom writing partners. They should edit and revise their *couplet poems* based upon the feedback they receive. Once they have shared their *poems* with three other students, they can hand-write final copies. I will have the students staple their three *couplet poems* together with the *poem* they want me to grade on top. I am allowing the students to choose which *poem* they believe is their best work for me to grade instead of grading the students on all three *couplet poems*.

**Closure:**
Once all of the students finish creating, editing, and producing final copies of their couplet poems, I will have them raise their hands in order to share one of their poems with the whole class. I will allow three students to share their work. We will celebrate not only their writing skill, but the diversity of traditions students discussed and shared with one another during the course of this lesson. I will then ask the students to raise their hands and describe a couplet poem to me. Then, I will call students by tables to turn their completed couplet poems into the Language Arts bin.

Adaptations: There are two children within my class that have IEP’s. There is an aide in the classroom to provide these students with one-on-one attention. There are two children within the class that have limited English proficiency (LEP). These students often need instructions repeated several times and in various ways. There are four children who have been identified as response to intervention (RTI). All of these children will work closely with me, my mentor teacher, or the aide in the classroom. For the assessment portion of the lesson, these students will be specifically told to focus on creating only one couplet poem. In order to further accommodate a student within my classroom who has spina bifida, I will allow him to write the final copy of his couplet poems on poster board using a marker. This particular student has weak motor skills, which makes it difficult for him to grasp a writing utensil, as well as apply pressure to write with the utensil. He writes extremely big due to the lack of control he has when writing. Allowing him to use a poster board will give him plenty of space to write his poems. Using the marker will make it easier for him to write because he won’t have to apply a lot of pressure. In order to further accommodate a student with autism, as well as the ELL students, I will work one-on-one with them to prompt conversations about their family traditions. We will work together to generate rhyming words and incorporate the correct number of syllables for each line. If these students are able to create one couplet poem successfully I will ask them to create another couplet poem on a different family tradition.

Within my classroom, four students are Hispanic, one student is Indian, one student is Japanese, one student is African American, and the remainder 18 students are Caucasian. It is clear that my classroom varies greatly in cultural backgrounds. Due to the diversity of my students, I thought it would be an excellent idea to incorporate culture into this lesson.

Analysis of Students’ Learning (to be done post-implementation)

Mentor Teacher Feedback
Couplet Poem

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>One Point</th>
<th>Two Points</th>
<th>Three Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Tradition</td>
<td>Student does not write about a family tradition.</td>
<td>Student begins to write about a family tradition, but goes off topic.</td>
<td>Student writes about a family tradition.</td>
</tr>
<tr>
<td>Rhyming</td>
<td>Student does not create a rhyming poem consisting of two lines.</td>
<td>Student has one of the two components: • Poem rhymes • Poem consists of two lines</td>
<td>Student creates a rhyming poem consisting of two lines.</td>
</tr>
<tr>
<td>Syllables</td>
<td>The lines in the poem do not contain the same number of syllables (off by 3 or more syllables).</td>
<td>The lines in the poem do not contain the same number of syllables (off by 1-2 syllables).</td>
<td>The lines in the poem contain the same number of syllables.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Poem is difficult to read.</td>
<td>Poem can be read, but contains some words that are not easily read.</td>
<td>Poem is easy to read.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Words are not spelled correctly.</td>
<td>The majority of words are spelled correctly.</td>
<td>All words are spelled correctly.</td>
</tr>
</tbody>
</table>
Primary Lesson Plan Sample

Name / Grade Level
Second Grade

English Language Arts

Standard & Objective
CCSS.ELA-Literacy.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objective: Using the subject of seasons, the students will create a haiku poem with the following components: three lines, unrhymed, follows the syllable pattern 5-7-5.

Academic Language- poem, haiku poem, syllables, unrhymed, patterns, syllable pattern, rhyme, prefix, synonyms

Critical Vocabulary- landscape

Central Focus and Activity Description
This is the fourth in a segment of five lessons that will introduce various types and elements of poetry. In this lesson, we will discuss the structure and style of haiku poems. We will read multiple examples together and create a poem as a class before students individually write their own haiku poem.

Rationale

Assessment
Objective: Using the subject of seasons, the students will create a haiku poem with the following components: three lines, unrhymed, follows the syllable pattern 5-7-5.

I will collect this assessment and take it for a grade. The assessment will be worth fifteen points. I will use the attached rubric to grade the poems. I will use the results of this assessment to help plan future instruction. If the students prove to understand haiku poems and are able to successfully create their own, I will know that the students are ready to move on to the final lesson of this unit. If the students prove to not understand haiku poems, I will have the students practice by creating several more haiku poems together as a whole group. I expect the students to participate in our whole-group discussion about haiku poems. I expect the students to participate in the creation of our class haiku poem about Japanese landscapes. For the assessment, I expect the students to use their new knowledge on haiku poems in order to create a haiku about a season. I anticipate the students will be challenged by this lesson to fit their ideas into the pattern required. However, I want to challenge students to persist because I know they can be successful creating haikus. I will encourage higher-level students to be creative with the vocabulary and incorporate other learning, such as using similes and metaphors, from the unit on poetry.

Connections
Of Student (Student Background Knowledge): According to the Common Core State Standards for first grade, students should be able to, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (CCSS.ELA-Literacy.W.1.5). This Common Core State Standard for first grade tells me that the students have spent time revising and editing their writing by working together with peers. In the first lesson of this unit, we focused on sensory imagery; more specifically we focused on similes and metaphors. In the second lesson, students created, edited, and produced a final copy of three acrostic poems using a subject of their choice. In the third lesson, students created, edited, and produced a final copy of three couplet poems using the subject of family traditions. In this lesson, the students will create a haiku poem using the subject of seasons. They will edit and revise their poem with help from their peers before they produce a final handwritten copy of their writing. Knowing how to effectively use resources, such as your peers, to edit writing, is important for the students to know so that when they move to third grade they can continue to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (CCSS.ELA-Literacy.W.3.5). This specific lesson connects to
immediate future learning in my classroom. Following this unit, the students will begin learning about descriptive writing. The students will be using sensory imagery to write their haiku poems as well as their descriptive writing pieces. Connections can be made between this lesson and the students’ lives outside of the classroom because the students are writing their poems about a particular season. For example, the students may choose to write their poem on the leaves of fall. They might recall a time when they raked the leaves into a pile and jumped into them.

Of Self (Teacher Background Knowledge): In order to lead this lesson appropriately, I need to be able to support the students’ knowledge and comprehension of poetry. I need to be able to explain how to write a haiku poem, as well as have several examples prepared in order to share them with the students. I need to make it clear to students that sensory imagery should be used to describe their subject. I need to be able to accommodate the different learning styles in my classroom. For my auditory learners, I will need to read the sample haiku poems aloud and read them multiple times. For my visual learners, I will need to have the poems displayed on the Interwrite board, so they can see the words in the poems in addition to hearing them. In order to accommodate my kinesthetic learners, the students will be creating their own haiku poems, which will provide the kinesthetic learners with a hands-on approach to poetry. Information about how to teach haiku poems can be found on a website called Poetry4kids (Poetry4kids.com). This site defines a haiku poem and also gives five easy steps to follow in order to successfully create this type of poem. Several examples of haiku poems as well as a thorough explanation of the examples are also shared on the website.

Procedures / Instruction

Instruction:
- Before I begin the lesson, I will share with the students both orally and in writing the purpose of the lesson, objective for the lesson, procedure throughout the lesson, and the assessment that will take place at the end of the lesson. I will then dictate my expectations for their behavior throughout the lesson.
- I will then begin a whole-group discussion with the students about haiku poems to informally assess students’ entry level of understanding, allow them to share their own and learn from others’ knowledge, and to ensure all students begin with the same information and expectations from me. First, we will examine the structure of haiku poems. I will have an example of a haiku on the Interwrite board. I will ask, “What patterns do you notice in the haiku poem displayed on the board?” I will wait patiently for the students to generate ideas. I will call on a student sitting quietly with his/her hand raised. I will add additional information if needed in order to ensure the students understand that a haiku poem consists of three lines, it is unrhymed, and it follows the syllable pattern 5-7-5. I will then ask the students to raise their hands and tell me what I mean when I say unrhymed. I will say, “We already know what rhyme means. So, if I add the prefix un- to the word rhyme how do I change the meaning of the word?” I will call on a student sitting quietly with his/her hand raised. I will scaffold the student if necessary in order to ensure the students understand that the prefix un-means not, so when I say unrhymed I mean the lines do not rhyme. I will further the discussion about haikus by discussing the specific syllable pattern. I will say, “A haiku poem has to follow the 5-7-5 syllable pattern. This means that the first line should be five syllables, the second line should be seven syllables, and the third line should be five syllables.” I will then describe a haiku poem by sharing that a haiku poem is a Japanese poetic form. They are most often about seasons or nature, but a haiku can be written about anything. The haiku poem you are going to be writing will focus on a particular season. I will then share with the students three steps to follow when writing a haiku poem. First, they should pick a topic. Then, they should start writing. Finally, they should count the syllables in each line of their poem in order to make sure they have the correct pattern. Information from the discussion about the structure, themes, and process of writing a haiku will be recorded on an anchor chart to provide visual reinforcement and a later reference for students throughout the
After sharing this process, I will read the **haiku poem** that is displayed on the Interwrite board and I will point out the key features.

- After the introductory discussion, I will teach **haiku poems** to the students using the method “I do, we do, you do.” The “I do and we do” portion of the lesson will be as a whole group. I will first model how to create a haiku poem and then the students will work with me to create a class haiku poem. The “you do” portion of the lesson will be completed individually by the students. I will allow them to use their clipboards and sit anywhere in the room. The students enjoy being able to lay on the carpet to complete their work because it creates a relaxed learning environment.

- For the “I do” portion of the lesson, I will read two other examples of **haiku poems**. I will have the students choose a method described in the video we watched yesterday to count out the number of **syllables** used in each line. I will then ask, “What is another word we could use for _____ in line one? Think about the pattern that a **haiku poem** follows. How many **syllables** will this word need to have?” I will wait patiently for the students to generate ideas. I will call on students sitting quietly with their hands raised. Then, I will write my own **haiku poem** on the Interwrite board. I will talk through my thoughts while I am writing my **haiku poem** in order for the students to understand the thinking process they should go through when creating their own.

- For the “we do” portion of the lesson, I will find and share pictures with the students of several Japanese **landscapes**. I will also invite one of the students, who is of Japanese descent, to bring in pictures from home that show various Japanese **landscapes**. I will make sure the students understand that a **landscape** refers to an area of land that has a particular quality or appearance. Then, we will participate in a whole-group discussion about what we notice in regards to the Japanese **landscapes**. I will have the students raise their hands in order to brainstorm ideas on how we could describe the **landscapes**. I will call on students sitting quietly with their hands raised. Once we have a good list of ideas, I will ask the students how I could rewrite these phrases in order to have two phrases consisting of five **syllables** and one phrase consisting of seven **syllables**. I may need to scaffold the students in order to come up with **synonyms** for certain words or phrases so that they are able to fit the **pattern** of our **poem**. Once we have our **haiku poem** complete, I will ask a student to read our **poem** out loud to the whole class.

- Due to the diversity of my students, I thought it would be an excellent idea to incorporate culture into this lesson. This is why I chose to describe Japanese landscapes as our whole group **haiku poem**. **English Language Arts** is an important subject no matter the cultural backgrounds of the students. This lesson connects to the students’ real world experiences because the students are writing their **haiku poems** on a particular season. They can choose to recall childhood memories of a particular season or they can discuss how their community looks during a particular season.

**Reinforcement:**

- The “you do” portion of the lesson will also serve as the assessment. I will first explain my expectations to the students. I will tell them that they are going to be creating their own **haiku poem**. Their **haiku poem** must be written about a season. I will tell the students to follow the same process that we did as a whole group. I will review this process and remind the students that we first picked a topic, then we brainstormed ideas to describe our topic, and finally we counted out the **syllables** to make our phrases fit into the **poem**. I will refer to the anchor chart and remind the students again that the first line in their **poem** needs to consist of five **syllables**, the second line needs to consist of seven **syllables**, and the third line needs to consist of five **syllables**.

- I will then explain to the students that they are going to write the rough draft of their **haiku poem** in their writing journal. Once their rough draft is complete, they need to share their **poem** with three other students in order to receive feedback from peers, students will be expected to use our previously established procedures for working with classroom writing partners. They should edit and revise their **haiku poem** based upon the feedback they receive. Once they have shared their **poem** with three other students, they need to handwrite a final copy of their **haiku poem**.
Closure:
Once all of the students finish creating, editing, and producing a handwritten final copy of their **haiku poem**, I will have them raise their hands in order to share their **poems** with the whole class. I will allow three students to share their work. I will then ask the students to raise their hands and describe a **haiku poem** to me. Then, I will call students by tables to turn their completed **haiku poems** into the Language Arts bin.

**Adaptations:** There are two children within my class that have IEP’s. There is an aide in the classroom to provide these students with one-on-one attention. There are two children within the class that have limited English proficiency (LEP). These students often need instructions repeated several times and in various ways. There are four children who have been identified as response to intervention (RTI). All of these children will work closely with me, my mentor teacher, or the aide in the classroom. In order to accommodate a student within my classroom who has spina bifida, I will allow him to write the final copy of his haiku poem on a poster board using a marker. This particular student has weak motor skills, which makes it difficult for him to grasp a writing utensil, as well as apply pressure to write with the utensil. He writes extremely big due to the lack of control he has when writing. Allowing him to use a posterboard will give him plenty of space to write his poem. Using the marker will make it easier for him to write because he won’t have to apply a lot of pressure. In order to accommodate a student with autism, as well as the ELL students, I will work one-on-one with them to pick a season. I will then create a word bank, consisting of single words or phrases, for them to choose from that have to do with that particular season. They can choose the words or phrases they want to use and then I will help put them into the correct number of syllables.

Within my classroom, four students are Hispanic, one student is Indian, one student is Japanese, one student is African American, and the remainder 18 students are Caucasian. It is clear that my classroom varies greatly in cultural backgrounds.

**Analysis of Students’ Learning** (to be done post-implementation)

**Mentor Teacher Feedback**
Haiku Poem

Student Name: _______________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>One Point</th>
<th>Two Points</th>
<th>Three Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Season</strong></td>
<td>Student does not write about a season.</td>
<td>Student begins to write about a season, but goes off topic.</td>
<td>Student writes about a season.</td>
</tr>
</tbody>
</table>
| **Rhyming** | Student does not create an unrhymed poem consisting of three lines. | Student has one of the two components:  
• Poem does not rhyme  
• Poem consists of three lines | Student creates an unrhymed poem consisting of three lines. |
| **Syllables** | The poem does not follow the syllable pattern 5-7-5 (off by 3 or more syllables). | The poem does not follow the syllable pattern 5-7-5 (off by 1-2 syllables). | The poem follows the syllable pattern 5-7-5. |
| **Neatness** | Poem is difficult to read.                          | Poem can be read, but contains some words that are not easily read. | Poem is easy to read.                                  |
| **Spelling**  | Words are not spelled correctly.                    | The majority of words are spelled correctly.          | All words are spelled correctly.                        |
Primary Lesson Plan Sample

Name / Grade Level
Learning Segment order 1 2 3 4 5
Second Grade
English Language Arts

Standard & Objective
CCSS.ELA-Literacy.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Objective: Using a laptop computer and Microsoft PowerPoint software, the students will individually design a PowerPoint presentation with the following components: best acrostic poem, best couplet poem, haiku poem, clip art to illustrate the sensory imagery provided by each poem, and transitions offered by the software.

Academic Language- poem, acrostic poem, couplet poem, haiku poem, sensory imagery, poetry, simile, metaphor
Critical Vocabulary- PowerPoint, slide, text box, clip art, transition, animation

Central Focus and Activity Description
This is the final in a segment of five lessons that will introduce various types and elements of poetry. Throughout the unit, students have worked to express ideas using sensory imagery through the poetic devices simile and metaphor, and have written poems using acrostic, couplet, and haiku formats. In this culminating activity, students will use technology to present their best work from the unit to the class. This will allow them to review their learning as well as to develop technology and presentation skills.

Rationale

Assessment
Objective: Using a laptop computer, the students will individually design a PowerPoint presentation with the following components: best acrostic poem, best couplet poem, haiku poem, clip art to illustrate the sensory imagery provided by each poem, and transitions offered by the software.
The students will be presenting their PowerPoint presentation to the whole class. I will use the attached rubric to grade each student on his/her presentation. This assessment will be worth fifteen points. I will use the results of this assessment to help plan future instruction. In order to demonstrate the components of presenting we have talked about since the first week of school, the students will have to speak in their presenter voice, speak slowly in order for the audience to understand what they are saying, and make eye contact with the audience. If the students are not able to demonstrate the components of presenting I will incorporate presentations into various other units of study.
I expect the students to listen closely during the introduction and demonstration of how to create their PowerPoint presentations. I expect the students to meet my expectations and include everything we discussed in their presentation. For the assessment, I expect the students to demonstrate their knowledge on presenting since they have had plenty of previous opportunities to practice. Most students will be nervous speaking in front of their peers, but I think the students will do well presenting because they will be excited to share their work.

Connections
Of Student (Student Background Knowledge): According to the Common Core State Standards for first grade, students should be able to, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (CCSS.ELA-Literacy.W.1.6). This Common Core State Standard for first grade tells me that the students have been introduced to and spent time using digital tools. In the first lesson of this unit, we focused on sensory imagery; more specifically we focused on similes and metaphors. In the second lesson, students created, edited, and produced handwritten final copies of three acrostic poems using a subject of their choice. In the third lesson, students created, edited, and produced handwritten final copies of three couplet poems using the subject of family traditions. In the fourth lesson, students created, edited, and produced a handwritten final copy
of a haiku poem using the subject of seasons. In this lesson, the students will produce a presentation using Microsoft PowerPoint, which will be composed of their best acrostic poem, best couplet poem, and haiku poem. Knowing how to create a PowerPoint presentation will be important for the students to know, so that when they move to third grade they can, with guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others (CCSS.ELA-Literacy.RL.3.6). The students will present their PowerPoint presentations to the whole class. I will be completing a rubric and grading the students on their presentations. Since the first week of school, the students have read poems individually at the front of the class. We focus on specific components of speaking, such as voice level, speed of delivery, and eye contact with the audience. These are the features I will be looking for throughout their presentations. This specific lesson connects to immediate future learning in my classroom. Following this unit, the students will begin learning about descriptive writing. The students will have the opportunity to type their writing pieces into Microsoft Word, which will enable them to use their keyboard skills. Connections can be made between this lesson and the students’ lives outside of the classroom because in today’s society the students will need to know how to use a computer. This lesson provides the students with practice using Microsoft PowerPoint, as well as practice using a keyboard.

Of Self (Teacher Background Knowledge): In order to lead this lesson appropriately, I need to be an expert at Microsoft PowerPoint. I need to use this software to create a format for the students’ presentations, which will be placed on a share drive and easy for the students to access. This format will consist of a cover slide, three slides for their poems, and then a final slide for the students to identify which poem they enjoyed writing the most and why. I need to make it clear to students that they are only including the acrostic and couplet poems they identified as being their best work. Therefore, they will have one acrostic poem, one couplet poem, and one haiku poem in their presentation. I need to be able to accommodate the different learning styles in my classroom. For my auditory learners, the students can ask for assistance in order to have myself or another student read their poem out loud as they type. For my visual learners, the students will have a hard copy of each poem to look off of as they type into the presentation. In order to accommodate my kinesthetic learners, the students will be using a laptop computer to create their own PowerPoint presentation, which will provide the kinesthetic learners with a hands-on approach to presenting poetry. Information about how to use Microsoft PowerPoint can be found on a website called Microsoft Office (office.microsoft.com). This site tells you how to create a PowerPoint presentation and offers tips for creating an effective presentation.

Procedures / Instruction
Materials: Interwrite board, Laptop computers- 25, Three poems- one acrostic, one couplet, and one haiku.

Instruction:
- Before I begin the lesson, I will share with the students both orally and in writing the purpose of the lesson, objective for the lesson, procedure throughout the lesson, and the assessment that will take place at the end of the lesson. I will then dictate my expectations for their behavior throughout the lesson. Students are familiar with procedures for using the laptop computers.
- The introduction to this lesson will be given to the whole group in order to ensure everyone understands the direction and expectations. Following this explanation, students will work individually on laptop computers to create their own presentations. I will start out the instruction by asking, “Raise your hand if you have used Microsoft PowerPoint.” I will determine the depth of my explanation about PowerPoint by the number of students who have used the software. I will display the format for their presentations on the Interwrite board and break down exactly what they need to do. The display will provide visual reinforcement to the verbal directions and will be available for reference while the students work. I will say, “You are each going to be making your own PowerPoint presentation, which will incorporate some of the poems you created throughout the unit. The first slide is going to act as a cover for your presentation, so you will need to come up with a title, which you will type in the top text box, and include your name, which you will type in the bottom text box. Then, the second slide has the title ‘acrostic poem.’
You need to click in the bottom text box and type the poem you identified as your best acrostic poem. The third slide has the title ‘couplet poem.’ You need to click in the bottom text box and type the poem you identified as your best couplet poem. The fourth slide has the title ‘haiku poem.’ You need to click in the bottom text box and type the only haiku poem you created. The fifth slide has the title ‘I enjoyed writing…. ’ You need to click in the bottom text box and identify which type of poem you enjoyed writing the most and WHY. Once you have all of the slides accurately filled in, I want you to go back to slides two-four and insert clip art that shows the sensory imagery provided by each poem. To insert clip art, you need to go to insert up in the top toolbar and then click on clip art. The clip art tool bar will appear on the right side of your screen and there is a box here at the top where you can search. Let’s say I wrote my haiku poem on the leaves of fall, I would search clip art for leaves and look for red, orange, and yellow leaves. When I find the clip art I want in my presentation I double click and it will automatically appear in my presentation. You may have to make the clip art bigger by dragging these boxes out. You can move your clip art to where ever you want on your slide. You need to provide at least two, but no more than three for each poem. Also, the clip art you choose has to identify the sensory imagery used in your poem. If you are talking about summer in your poem you would not want to add clip art of snow because that would not be illustrating the sensory imagery. Choose your clip art wisely! You will be graded on your presentation. After you have all three poems typed into the format and you have chosen clip art for each poem, you can add transitions to your presentation. If you click on animations in the top tool bar you can choose your transition between each individual slide. You could have the slides fade, dissolve, or wipe across the screen.

- I will then pass out the handwritten final copies of the students’ poems that they turned into me. The students can use these copies to type their poems into their PowerPoint presentation. Once the students have both the final copies of their poems and a laptop computer, I will allow them to begin working on their presentation.
- As the students are working on their PowerPoint presentations, I will be walking around the room offering support to any students that may need it. I will also be checking each computer screen in order to ensure the students are working on their presentation and not playing games.
- This lesson connects to the students’ real world experiences because the students will be using a laptop computer, which many of them have at home. The students will use a computer and the Microsoft Office software for many different tasks throughout their lives.

Reinforcement:
- After the students complete their PowerPoint presentations, I will help them save their presentations to the share drive and collect the laptop computers. I will then draw popsicle sticks in order to determine the order the students will present. As each student is presenting, I will be filling out the presentation rubric.

Closure:
- Once every student shares his/her PowerPoint presentation, I will say, “I want you to think about everything we have learned throughout our poetry unit. We learned about sensory imagery, similes, metaphors, acrostic poems, couplet poems, haiku poems, and Microsoft PowerPoint. Raise your hands and tell me one thing you specifically learned throughout this unit.” I will then begin to call on students and start a whole group discussion, prompting students with questions to identify what we learned throughout the poetry unit, compare and contrast a couplet poem from a haiku poem, identify the key features of an acrostic poem, and describe the steps followed to construct the different types of poems.

I will then tell the students that I will be emailing their PowerPoint presentations to their parents/guardians in order to show how hard we have been working on our poetry unit.

Adaptations: There are two children within my class that have IEP’s. There is an aide in the classroom to provide these students with one-on-one attention. There are two children within the class that have
limited English proficiency (LEP). These students often need instructions repeated several times and in various ways. There are four children who are response to intervention (RTI). All of these children will work closely with me, my mentor teacher, or the aide in the classroom. Using a laptop computer to produce presentations will accommodate a student within my class who has spina bifida, which has caused him to have weak motor skills. He struggles to write clearly because it is difficult for him to grasp a writing utensil. He will benefit from using a keyboard because he won’t have to grasp a writing utensil. In order to accommodate a student with autism, I would allow her to use the handwritten copies of her poems to present to the class. During the given class time, I would allow her to draw pictures to illustrate each poem because she is a talented artist. Within my classroom, four students are Hispanic, one student is Indian, one student is Japanese, one student is African American, and the remainder 18 students are Caucasian. It is clear that my classroom varies greatly in cultural backgrounds. Due to the diversity of my students, I incorporated many different cultures into this poetry unit as a whole.

English Language Arts is an important subject no matter the cultural backgrounds of the students.

**Analysis of Students’ Learning** (to be done post-implementation)

**Mentor Teacher Feedback**
### Presentation

Student Name: _______________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>One Point</th>
<th>Two Points</th>
<th>Three Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Student includes one or none of the three components:</td>
<td>Student includes two of the three components:</td>
<td>Student includes one acrostic poem, one couplet poem, and one haiku poem.</td>
</tr>
<tr>
<td></td>
<td>• One acrostic poem</td>
<td>• One acrostic poem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One couplet poem</td>
<td>• One couplet poem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One haiku poem</td>
<td>• One haiku poem</td>
<td></td>
</tr>
<tr>
<td><strong>Clip Art and</strong></td>
<td>Student does not include clip art or transitions in the presentation.</td>
<td>Students includes one of the two components:</td>
<td>Student includes clip art and transitions in the presentation.</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td></td>
<td>• Clip art</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transitions</td>
<td></td>
</tr>
<tr>
<td><strong>Voice Level</strong></td>
<td>Student whispers and cannot be heard throughout the presentation.</td>
<td>Student is difficult to hear throughout the presentation.</td>
<td>Student speaks in a presenter voice and is easy to hear throughout the presentation.</td>
</tr>
<tr>
<td><strong>Speed of</strong></td>
<td>Student speaks too fast or slow and cannot be understood.</td>
<td>Student speaks too fast or slow and is difficult to understand.</td>
<td>Student speaks at a normal speed and is easily understood.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>No eye contact with audience.</td>
<td>Minimal eye contact with audience.</td>
<td>Makes direct eye contact with audience.</td>
</tr>
</tbody>
</table>
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: http://cech.uc.edu/education/oep/field.html. Each semester your Candidate Preservice Assessment for Student Teaching (CPAST) will be submitted electronically by your supervisor. It is recommended that interns and supervisors keep documentation of these as well. The data collection forms typically required are:

- Candidate Evaluation of Field Experiences
- Candidate Evaluation of Supervisor
- University Supervisor Evaluation of Professional Placement
- Mentor Program Evaluation
- Mentor Teacher Reimbursement and Information Form (completed at the end of Internship)
- Candidate Preservice Assessment for Student Teaching (CPAST); a comprehensive assessment tool used as final in fall and midterm and final in spring
- Brief Dispositions form (used to document a concern or accomplishment)

More information will be forthcoming about what needs to be submitted and the process for doing so.

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