*Leadership for Diverse Communities*

LEE 178ECE
Field Study B-ECE
[Master Syllabus]

**Vision:**

*The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.*

*The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

**Course Description:**

Supervised field experiences in Pre-K through grade 3 classrooms. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week, which includes 9 hours assigned and 3 hours by arrangement (CCTC 15).

*Multiple Subject Program Requirements:*

*This course is a required course in Phase 2 of the Multiple Subject Credential, Early Childhood Education Program. Field Study B-ECE must be taken concurrently with LEE177ECE, CI175,CI150ECE, and  LEE148.  Field Study B-ECE is designed to provide the necessary classroom access essential for completing the assignments in all the Phase 2 courses (CI175, LEE148, CI150ECE, LEE 177ECE).*

| Course Information | Instructor Name |
|---|---|
| Units: 2 | Office Number: |
| Time: | Email: |
| Location: | Telephone |

**Prerequisites:**

Admission to the Early Childhood Education Option, Multiple Subject Credential program. Successful completion of Phase 1 of the Early Childhood Education Option, Multiple Subject Credential Program (CI 171ECE, LEE 172ECE, LEE 173ECE, CI176, EHD 174ECE).  Concurrent enrollment in CI175, CI150ECE, LEE 177ECE & LEE148.

**Required Texts and Instructional Materials**

Early Childhood Education Program Field Study B-ECE Teaching Handbook

E-mail (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Download from the following California Department of Education website as requested: http://www.cde.ca.gov/re/pn/fd/
- *Visual and Performing Arts Content Standards*

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- *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
- Science Framework for California Public Schools

Enrollment in TaskStream.
Access to Blackboard.

## Primary Learning Outcomes:
*The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).*

The teacher candidate will demonstrate specific pedagogical skills for the instruction of reading-language arts, history/social science, science, visual and performing arts (CCTC 7A, 8A(a)(b)(d); TPE 1; NAEYC 4b-d; NCATE 1.1, 1.2).

The teacher candidate will monitor student learning during instruction (TPE 2; NAEYC 3; NCATE 1.5).

The teacher candidate will interpret and use assessments for planning instruction (CCTC 5, 6; TPE 3; NAEYC 3; NCATE 1.5).

The teacher candidate will make content accessible (CCTC 9; TPE 4; NAEYC 1, 4; NCATE 1.2, 1.3).

The teacher candidate will engage students in the learning process (TPE 5; NAEYC 1, 4; NCATE 1.3).

The teacher candidate will utilize developmentally appropriate teaching practices (CCTC 13; TPE 6; NAEYC 4; NCATE 1.3).

The teacher candidate will allocate instructional time to maximize student learning (TPE 10; NAEYC 1d; NCATE 1.3).

The teacher candidate will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (CCTC 6,10; TPE 11; NAEYC 1; NCATE 1.3).

The teacher candidate will exhibit appropriate ethical and legal behavior (TPE 12; NAEYC 5a; NCATE 1.4).

The teacher candidate will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (CCTC 4, 6; TPE 13; NAEYC 5d; NCATE 3).

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**Examinations and Major Assignments:**

1. Candidates will plan and teach an inquiry-based science lesson. The lesson must align with the California Science Content Standards. The lesson will incorporate the use of expository text as well as include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b), 12, 14; TPE 1, 4, 5, 7; NAEYC 1, 3, 4, 5)

2. Candidates will plan, teach, and reflect upon a ten-lesson standards-driven, project-based, integrated history-social science or science unit in a culturally and linguistically diverse primary classroom. Students will be required to integrate into that unit language arts standards and a lesson that includes the five component strands of the visual arts (CCTC 8Acd, TPEs 1, 2, 3, 4, 5, 6B, 7, 8, 9, 10, 11, 13; NAEYC 1, 3, 4, 5)

3. Using an appropriate early childhood model, candidates will plan, teach, and reflect upon a 6-session project-based integrated unit for infants, toddlers, or preschoolers. (NAEYC 1, 3, 4 & 5)

4. The Site Visitation Project will document teacher candidate's ability to plan, teach, and evaluate a lesson that is observed by the University Supervisor. Specifically, this assessment evaluates mastery of a candidate's skills in using specific pedagogical skills in reading-language arts; their ability to monitor student learning during instruction; their skills inb making content accessible; their ability to engage students; their skills in developing and maintaining an appropriate social environment; and their skills in reflecting on their own practice. (SUMMATIVE ASSESSMENT: TPEs 1, 2, 4, 5, 11, & 13; NAEYC 3, 4).

5. Plan, teach and reflect on reading/language arts instruction with individuals and small groups in primary grades (CCTC 3, 7A, 12; TPEs 1(Rd), 3, 4, 5, 6B, 8, 9, 11; NAEYC 1c, 3be, 4, 5b & c)

6. Students will attend scheduled seminars in Fine Arts & Performing Arts and plan and teach a lesson that includes the five component strands of the visual arts and a second lesson that includes any one of the performing arts as part of their pre-school unit or integrated curriculum unit assignment. (CCTC 8A(d))

**Assignment and Examination Schedule:**

| Date | Assignment |
|---|---|
| Week 1-5 | Huggins Center Pre-school unit. Reading competencies begun. |
| Week 3-15 | Primary-grade teaching unit & reading competencies completed. Inquiry-based science lesson is completed. Documented attendance at all required seminars |
| Week 14-15 | Successful completion of all competencies and the Site Visitation Project must be verified by the last day of instruction. |

**Course Policies**

**Attendance.** Regular attendance is imperative. Student teachers are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences are dealt with on an individual basis. A student teacher may be required to make-up time absent by adding days to the student teaching experience. If a student is going to be absent, he or she must notify the supervisor, the school and the master teacher by 7:30 AM on the day of the absence. The master teacher should promptly notify the university supervisor of problems related to attendance or punctuality.

Student teachers are to be at the school in the classroom with children a minimum of 9 hours per week Student teachers must be at the school for additional time as required for planning, seminars, assignments from coursework, and conferences/meetings with the master teachers. Because school

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schedules vary, duty hours may be adjusted based the school's schedule.  Schedules are arranged by supervisors and master teachers.

**Grading**.  Fieldwork 2 is a Credit/No Credit course. Grading is based on student attainment of the various competencies as verified by the University Supervisor. Guidelines are outlined in the Early Childhood Education Program Teaching Handbook.

Students who receive a "No Credit" grade in the Fieldwork 2 are required to petition the Admissions and Standards Committee for approval to retake the course.  Students who receive a grade of "No Credit" for a second time will be dismissed from the Multiple Subject Credential Program.  Student teachers whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

To receive credit for Fieldwork 2, students must attend all required seminars, complete all major assignments at a satisfactory level as verified by the university supervisor and receive a passing score each of the TPEs evaluated by the Site Visitation Project.

## Topic Descriptions

| |
|---|
| **Standards-Driven, Integrated Thematic Unit**<br>A standards-driven, integrated thematic unit is cluster of lessons centered around a grade level standard (specifically for this assignment in science or social studies).  That standard provides a central unifying "theme" around which instruction is designed.  Lesson content comes from multiple subject areas resulting in an integrated approach that reinforces standards from other subject areas. |
| **Developmentally Appropriate Practice**<br>The professional practices that are most commonly used and needed for students in each major phase of schooling, specifically with infants, toddlers, and preschoolers and in grades K-3 and 4-8.  Students apply their knowledge to fieldwork environments and make choices about  materials, pedagogy, standards, and performance assessment based on their understanding of child development. |
| **Making Content Accessible**<br>Candidates incorporate specific strategies, teaching activities, procedures and experiences that address Desired Results and state-adopted academic content standards in order to provide a balanced and comprehensive curriculum.  Candidates vary their instructional strategies according to the age of the learner, the students' current level of achievement, the purpose of the lesson, and the lesson content |
| **Instructional Planning**<br>Teacher candidates plan instruction that supports state-adopted standards for infants, toddlers, and preschoolers, and for K-6 students.  They use explicit teaching methods such as direct instruction and inquiry, and less explicit methods such as play when appropriate. To accommodate varied student needs they plan differentiated instruction and make connections with students' interests, linguistic and cultural backgrounds, experiences and developmental learning needs. |

## University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

**Honor Code:**  "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."  You should:

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a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

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## Bibliography

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California State University, Fresno
Kremen School of Education and Human Development
Department of Curriculum and Instruction
EHD 178 ECE –Field Study B - ECE

Name _____ I.D. Number _____ Semester _____

<u>Reading</u> Master Teacher_____ Grade Level _____

  School_____ District_____

<u>Curriculum</u> Master Teacher_____ Grade Level _____

  School_____ District_____

University Supervisor _____

### EHD 178-ECE FIELD STUDY B - ECE COMPETENCIES LOG

The purpose of this log is to document the successful attainment of competency in various teaching activities.  The Teacher Candidate is responsible for documentation of these competencies.  Upon completion of all the competencies and the verification of that completion, the log will be collected by the University Supervisor and filed in the student's program file.

### Certification of Competency

_____ The Teacher Candidate is ready to assume the responsibilities of daily student teaching and should be allowed to progress to EHD 170ECE.

_____The Teacher Candidate demonstrates the ability to develop a positive learning environment with clearly stated expectations regarding student conduct.

_____The Teacher Candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood by students with varying linguistic ability.

_____The Teacher Candidate models exemplary professional behavior and dress.

_____ While the Teacher Candidate evidences some significant weaknesses at this point in the semester, s/he should be allowed to progress to EHD 170ECE with the understanding that continued improvement is required.

_____ The Teacher Candidate has NOT developed the competencies necessary to progress to daily student teaching

Master Teacher _____ University Supervisor _____

Teacher Candidate_____     Date_____

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Name:_____          ID._____

## EHD 178ECE – FIELD STUDY B - ECE COMPETENCY LOG

*Written documentation as well as the signature of the University Supervisor is required to verify completion of the EHD 178ECE competencies. It is the student's responsibility to initiate and follow through with these assignments. These competencies can be documented by completing competency documentation forms, observations or lesson plans with reflections. Supervisors are responsible for reviewing documentation and giving feedback on lessons they see taught.*

*Teacher candidates write lesson plans using effective teaching models. The clinical/target, inquiry or integrated teaching models are the approved models and should be demonstrated in lesson planning and implementation. Teacher Candidates review all lesson plans with the Master Teacher at least one day prior to teaching and write a lesson reflection after teaching the lesson (CCTC 4, 6).*

| SUPERVISOR'S SIGNATURE | COMPETENCY |
|---|---|

_____1.      Teacher Candidates completed a classroom/organization activity as part of their Teacher Work Sample (LEE148). Provide a description and reflection on the following: the physical arrangement of the classroom including, school policies such as: attendance, discipline, dress code, school schedule, classroom rules, and restroom policies. Procedures should include but are not limited to daily routines such as lining up, pencil sharpening, distributing supplies, asking and answering questions, etc

_____2.      Teacher Candidates plan, teach, document, and reflect upon a 10-lesson integrated thematic unit in a primary classroom (NAEYC Key Assessment) [TWS in LEE 148]

————3.      Teacher Candidates plan, teach and document a series of integrated thematic project activities with infants, toddlers, or preschool children. (NAEYC Key Assessment)

_____4.      Teacher Candidates request a copy of the School/District Technology Acceptable Use Policy Document from their Field Study B School Site. Given this policy the teacher candidate will write a reflection describing the implications of the use of technology to deliver instruction and promote learning in the classroom. (CCTC 11; NCATE 1.3).

_____5.      The teacher candidate will observe a science lesson taught by a credentialed teacher. The observation will focus on standards alignment, materials management, instructional and EL strategies. The teacher candidate will write a brief description of the lesson highlighting the specified areas of focus (NCATE 1.1).

_____6.      Teacher Candidates plan, teach, and reflect on an inquiry-based science lesson using the template provided by their CI 175 instructor. The lesson must align with the California Science and Language Arts Content Standards, will incorporate the use of expository text, and include a demonstration of the appropriate use of English Learner Strategies. (CCTC 8A(b), 12, 14; TPE 1,4,5,7; NCATE 1.1, 1.3, 1.6 Reflection, Critical Thinking, Valuing Diversity)

_____7.      Teacher Candidates plan, teach, and reflect on a lesson that includes the five component strands of the visual arts. (CCTC 8A(d); NCATE 1.1, 1.3)

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_____8.    Teacher Candidates plan, teach, and reflect on a lesson that includes any one of the performing arts. (CCTC 8A(d); NCATE 1.1, 1.3)

_____9.    Site Visitation Project.  This Performance Assessment Scheduled Visit/Observation will document Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state adopted academic content standards for students, instructional goals and scheduled academic tasks. Candidate will implement procedures for routine tasks and manage transitions to maximize instructional time.  Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.  (FORMATIVE ASSESSMENT: TPE 10; SUMMATIVE ASSESSMENT: TPE 1, 2, 3, 4, 5, 6, 11, 12, 13; NCATE 1.1, 1.3, 1.4, 1.6 Critical Thinking, Reflection, Life Long Learning 1.7)

_____ 10.    Candidate has completed all Reading Competencies

_____ 13.    Teacher Candidate completed weekly reflections (NCATE 1.6 Reflections)

_____14.    Orientation & California Standards for the Teaching Profession (NCATE 1.6 Life Long Learning) Seminar

_____15.    K-8 Visual Arts Seminar

_____16.    K-8 Performing Arts Seminar

_____ 17.    Classroom Management Seminar

_____18.    Character and Civic Education Conference (*Spring Semester Only*) (NCATE 1.6 Professional Ethics, Life Long Learning)

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# ASSESSMENT 3:
## INFANT, TODDLER & PRESCHOOL PROJECT
## DIRECTIONS TO STUDENTS

## NAEYC STANDARDS 1, 3, 4, 5

The Preschool Project evaluates your skills in collaborating as a professional (NAEYC Standard 5) in developing and facilitating a mini-unit of instruction (an "investigation") with infant, toddler or preschool aged children in the Joyce M. Huggins Early Childhood Center. The Project also evaluates your skills in assessing students' interests, skills, prior knowledge, and needs (NAEYC Standard 1 & 3), and your ability to plan and facilitate instruction for a specific group of children (NAEYC Standards 1 & 4). You will be allowed to select an age-level with whom you would like to work for the purposes of this Project: infants, toddlers, or preschool.

**DIRECTIONS:**
1. As a group and with your Huggins Center Master Teacher, determine your project theme.

2. As a group and using the model provided in LEE148 handouts, create a "Plan of Possibilities" — a list of possible learning activities (at least 20) and concepts (at least 5) generated by the project topic ("the world" — don't limit yourself at this step!).

3. Solicit information through conversation with the Master Teacher, through observation of the children in the classroom, and from families through a Survey or Questionnaire with regard to their children's experience and interests with the project theme and concepts you are planning to teach. This should be sent out at least by Observation Day 3 in order to use the results in planning activities.

4. Students in Context.
❑ Describe the learner.
- Research and describe in developmental terms, the age group you have selected to work with. Address the multiple, interrelated areas of children's development and learning – including physical, cognitive, social, emotional, language, aesthetic domains, play, activity, learning processes, and motivation to learn — that is supported by theoretical perspectives and current research. Cite the theory & theorist.
- Through observation and in discussion with your Master Teacher, compare the children in your particular setting with the typical development described by theory (above).
- Describe the cultural and linguistic context for the learners with whom you will be working as well as any issues of health status, disabilities, individual developmental variations and learning styles that may influence your approach in the project.

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❑ Describe the context for the project. Include prior experience with the theme, concepts, and with the planned activities and materials. Address opportunities for play, the availability of technology and media, as well as time allocation, materials available, number of children in the groups, and the number of adults that can assist in facilitation of the learning.

❑ Based on the Survey or Questionnaire, summarize parents' input with regard to students' prior knowledge and experience with your theme and concepts.

❑ Describe the implications all of the aforementioned information has on planning and implementing your project.

5. Working with your Master Teacher, consider the information gained at Steps 3 & 4 and narrow your "Plan of Possibilities" to a "Project Web."  The "Project Web" lists the concepts you will actually teach in the 3-session project and the activities you will use to teach them based on the developmental levels and personal interests and prior knowledge of your learners.  Most commonly there are multiple experiences or activities that all focus on one idea or concept being facilitated simultaneously during a session.  For example, you might be teaching the idea that insects have 6 legs.  One center may have students observing insects and spiders and sorting them into categories based on the number of legs they have; another center may have students constructing insects using clay and wire with the objective focusing on models with the proper number of legs; another center may have students drawing an insect from a model, again focusing on depicting the proper number of legs.  Each activity is different, but the objective for each activity is the same.  Another model is to have several different objectives in the session, often revolving around one concept.  For example, your objective for the day may be that students will accurately represent at least one anatomical feature of an insect.  You may want one center working on legs, another on body construction, and a third on their eyes. Still another model is one objective, one activity, but the students divided into several small groups, each group facilitated by a different student teacher, all doing the same thing. The issue of concepts and number of activities and grouping should be a joint decision between your group and your Master Teacher.  In addition to determining concepts and activities, you also need to determine how you will document student learning for each activity. This section is usually 4-5 pages in length.

6. Based on your Project Web, the children with whom you will be working, and the recommendations of your Master Teacher, select two standards from Desired Results that can be reinforced in activities you are planning.  If you are working with infants, select two standards, one from two of the four *Desired Results* domains. If you are working with toddlers or preschool children aged 3 to 5 years, select two standards, one from two of the three *Results* domains.

7. Now that you have "the big picture" of your project and have selected as a group, the concept(s), objective(s) and standard(s) for Session 1, determine how many activities will be facilitated, what those activities should be, and who should facilitate each activity. Then each individual teacher will complete an Activity Plan for Session 1.  If more than one person is facilitating the activity, they should collaborate on writing that Activity Plan.  For Session 1, be sure to include a way to introduce your project theme. Have it

approved by your Master Teacher BEFORE you teach it.  Every member of your group except the Documenter for that day needs to be involved in the planning and preparation of the activities presented each day.  In the classroom, all but one documenter needs to be working directly with the children. A different person should document each session. Repeat for Sessions 2 & 3.

8.  After providing the day's learning experience, discuss the success of your interactions with the children in your class that day.  Review the success of your activity as a group using the documentation gathered that day by the documenter plus the impressions of everyone who worked with the students.  What worked?  Referencing developmental theory and your knowledge of your students' interests and skills, identify why certain aspects of your activity were successful and why others may not have been successful. What will you change next time you do this activity or work with this group of students? With your Master Teacher, reflect on the children's questions, interests, and problems. What are the implications of this experience on the next planned experience?  Be sure to make that connection explicit in the subsequent lesson.  After this group reflection, each individual who worked with students should complete an "Activity Plan Reflection" for the activity they facilitated.  These will be graded by individual and as a group.

9. Following Activity 3, send home a letter to parents explaining the concepts of your Project and provide suggestions of 5-7 activities that can be done at home or in the community to reinforce learning.  Be specific.

10.  With your teacher and based on the experiences gained by your students in just 2 sessions, determine how will you culminate and evaluate the experience in Activity Three.

10.  Evaluate the learning that took place.  Provide evidence (documentation) of that learning in the form of a Documentation Panel. You must include still photos with captions and at least one other form of documentation (anecdotal records of student comments or actions that reflect learning, student work, etc.).  You may also include a video of the activities.

11.  In addition to the reflections you will each write individually following each teaching session, at the end of your project and as a group, write a 2-3 page summary of the learning experience as a whole.  What did YOU, the teacher candidates in your group, learn about the development and learning behaviors of infants, toddler, or preschool aged children?  Refer back to the "Students in Context" section of this Project to focus your remarks. This section is referred to as the  "Group Project Reflection."

**EVALUATION OF PROJECT**

This Project evaluates your ability to collaborate as beginning professionals as well as your skills in planning, facilitating a mini-unit of instruction in an early childhood setting and reflecting on student learning and your effectiveness.  Each member of the group will receive the same group grade (out of a possible 20 points) AND will be graded

individually on your Activity Plans and Activity Reflections (out of 4 points).  It is up to each group member to do their part in all phases of the project: planning, investigation, culmination, and assembly of the product.  It is <u>also</u> the responsibility of each group member to hold all others accountable for meeting their professional responsibility — planning, teaching, documenting learning, reflecting on activity successes & failures, and editing & assembling the final product.  All required sections of this group project should be assembled in a folder.  It will be evaluated using the accompanying rubric.

# ASSESSMENT 3:  Preschool Project Rubric

| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
| --- | --- | --- | --- | --- |
| Planning Phase NAEYC 1, 3, 4 | The List of Possibilities does <u>not</u> identify concepts and activities around a central theme for the project. The Project Web and the planned learning experiences are <u>not</u> developmentally appropriate for this group of children. Students in Context section is general and does not include reference to major theories related to cognitive, social, physical & emotional development. Description of students is incomplete; basic information is not included. There is no apparent connection between activities taught in the same session; no apparent connections made between sessions. | The List of Possibilities lists only <u>the most obvious</u> activities and less than 5 concepts, but it is evident that students have not "thought outside the box." The Project Web is complete, listing the concepts, activities, and Desired Results standards to be taught.  Contextual section includes <u>major</u> theories related to three of four areas: cognitive, social, physical & emotional development. Section makes a connection to groups of learners with whom the candidate will work. Implications <u>for planning and teaching are general</u>.  The activities planned for a session are generally related to one another. | The List of Possibilities explores <u>multiple</u> concepts and generates a large array of possible activities.  The Project Web lists the concepts, activities, and Desired Results standards by session. The Students in Context section includes major theories related to all four areas: cognitive, social, physical & emotional development. The Students in Context section makes very specific connection to the individual learners with whom the candidate will work, but the <u>implications for planning are still general</u>. The activities planned for each session are explicitly related to one another and each session scaffolds to the next. | The List of Possibilities explores <u>multiple</u> concepts and generates a large array of possible activities. The Project Web lists the concepts, activities, and Desired Results standards by session and provides a brief written rationale for their inclusion based on the Students in Context and sited developmental theory.  The Students in Context section meets a level 3, except that implications for planning are very specific with regard to individual learners. |

| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
|---|---|---|---|---|
| Facilitation Phase NAEYC 1, 2, 3, 4 | The majority of students are not actively involved in the activities; candidates do not adjust accordingly. As a group, activities do not interest the students or are inappropriate or disorganized. Plans for family or community activities are not provided or are insensitive to the developmental age of the learner or to the cultural values, SES, or resources available within the family. | The majority of students are actively involved in the activity although the candidates do not adjust the activities to encourage those who are not involved to become involved. Although activities differ within the session, one modality seems to be stressed over all others. Plans for family activities are sent home in a timely manner. Recommended activities are sensitive to the cultural values, organization, and resources of the families of the learners. | Although the vast majority of students are actively engaged, the candidates still make a concerted effort to adjust instruction to involve <u>all</u> in meaningful ways. As a group of activities, more than one modality is used. Family activities take advantage of diverse cultures and are sensitive to different values and the availability of resources. Plans enhance the development of language, physical and social skills and extend to the community. | For each activity, alternative objectives within the same activity are facilitated with the needs of individual students in mind. It is obvious that language and physical activity for scaffolding student learning have been planned in advance for all of the activities. Candidates scaffold activities within the session to build on one another. As a group of activities, different modalities are stressed and a variety of strategies are used. Family activities build upon the concepts taught in class and are differentiated with regard to each child's level of understanding as well as an understanding of that child's family. |

| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
|---|---|---|---|---|
| Reflecting Phase NAEYC 1, 3, 4, 5 | The group reflection is limited to "what we did well" rather than with a focus on student learning. The group does not take responsibility for what did not go well; candidates appear to be the "victims of circumstance" for both successes and failures. The group reflection is a collection of individual comments rather than a collective evaluation of the learning by the teacher group. | The group identifies both successes and failures, but gives general rather than lesson-specific reasons. Although there are references to student learning, information based on evaluation is general rather than specific. The group reflection provides very general statements with regard to their learning. | Specific reasons for success and failure are referenced by documented evidence of individual student's responses. The final group reflection clearly represents a collaborative reflection makes reference to the Students in Context section. | Students link their evaluation of their own learning to explicit connections made between theory and student learning. Examples from teaching are used to address what candidates learned about children related to language development, psychomotor skills, social development, and dispositions such as tenacity and cooperation. |
| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
| Documentation Phase NAEYC 3, 5 | Documentation did not focus on student learning. Evidence was not explicit; the panel did not "tell a story." | Candidates included at least two types of documentation and did focus on student learning, but the panel resembled a "scrapbook" rather than a scholarly documentation of student learning. Pictures focused on "the group" rather than using individual stories to represent the | Written descriptions of learning accompanied pictures and student work or transcribed dialogue. The panel not only described what students learned, but the graphic and written evidence provided the reader with a glimpse of the process by which | The documentation panel provides a clear picture of the learning that took place. Dialogue or records of student responses were descriptive. Pictures and student products either told the story by themselves or were accompanied by written explanations. The |

| | | | | |
|---|---|---|---|---|
| | | group. | students learned. | panel was dramatic in its simplicity and ability to capture the core of the learning. |

| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
|---|---|---|---|---|
| Professional Presentation of the Project NAEYC 5 | Elements of the assignment are missing. Writing errors make this unsuitable for presentation at a job interview; it is not of professional quality. Documentation Board is messy, not inviting. | Although all elements are included, they are disorganized or do not provide a cohesive report. There are errors in language usage or writing that take away from the impact of the project. Documentation Board is not presented in a professional manner — errors in writing or lack of aesthetics or too much decoration as if it were a bulletin board. | All elements are included and provide a cohesive report. The report is well organized. The Documentation Board is well done. It is eye-appealing without being too decorative ("cutesy"). Its simplicity focuses attention on the content rather than on a "flashy" presentation. | Document is presented in a binder with all elements included and labeled. A Table of Contents provides the reader with a graphic organizer of the document. It is evident that group designated a format for writing, including font form and size. The Documentation Board is clearly modeled after those currently hanging in the Early Childhood Center in its aesthetics and content. |

| Project Section | Does Not Yet Meet Expectations (1 pt.) | Meets Expectations at a Minimal Level (2 pts.) | Meets Expectations at a High Level (3 pts.) | Exceeds Expectations (4 pts.) |
|---|---|---|---|---|
| Individual Planning, Teaching, and Reflecting | Activity plans rely on passive experiences. Experiences do not build on past experience or on | Activity Plans incorporate students' interests, past experience, skills and needs related to the | The Activity Plans reflect the interests and prior experience with the concepts as reported by both the | Not only are planned activities appropriate, but plans are written for differentiated instruction based |

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| | | | |
|---|---|---|---|
| interests. Planned activities are <u>not</u> connected to one another. No reference to *Desired Results* standards or standards are <u>inappropriate</u> for the age of the child or the activities. Play is not used as a strategy for learning. Candidate does not take advantage of opportunities for the development of language, physical, or social skills during activities. Activities are rigid or are seemingly without purpose.<br><br>Reflection is limited to "what I did well" rather than with a focus on student learning. Candidate does not take responsibility for what did not go well; candidate appears to be the "victim of circumstances" for both successes and failures. Reasons for success or failure are not identified for future use in teaching and/or are disregarded when planning future activities. | Project theme; opportunities for the development of language & social skills reinforced in practice but are <u>not made explicit</u> at the planning phase. <u>Most</u> activities are developmentally appropriate for the majority of the children. <u>Two</u> appropriately selected *Desired Results* standards "fit" in planned activities. Candidate provides opportunities to reinforce language, physical and social skills. Play is used as a teaching strategy, but is teacher-directed; creativity is not encouraged. Materials are appropriate for most students although some children's motor skills keep them from fully engaging in the activity. The candidate does not adjust.<br><br>Candidate identifies both successes and failures, but gives general rather than lesson-specific reasons. Although there are references to student learning, information based on evaluation is <u>general</u> rather than specific. Although | Master Teacher and the children's families. The connection between the contextual information and the activities is evident; <u>all</u> activities are developmentally appropriate for the age group. Activity Plans allow for student exploration. Activities explicitly address <u>how</u> *Desired Results* standards are reinforced within the activity. Materials have been carefully selected to appeal to student interest and to enhance both the lesson objective and developmental skills in general. Activities are challenging for most without being overwhelming for any child.<br><br>Specific reasons for success and failure are referenced by documented evidence of individual student's responses to activities. Candidates take responsibility for both success <u>and</u> failure in activity reflections. | on the past experiences, interests and special needs & skills of students. In addition to planning for theme-related learning, candidate addresses specific strategies for enhancing language, social, and physical development through theme-related activities. Each session <u>scaffolds</u> off the last. Activities explicitly address how *Desired Results* standards are reinforced <u>and informally assessed</u> within the activity. Students are motivated by the candidate to interact with each other rather than just with teacher to clarify thinking and to explore ideas. All students are actively engaged with the activities. Materials are well chosen for their stimulating qualities as well as their appropriateness.<br><br>Not only are successes and failures explicitly linked to student learning behavior, but the possible reasons for both success and failure |

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| | | candidates refer to developmental theory when describing general successes and failures, candidates do not apply that knowledge when addressing implications for the next lesson. | | are linked to developmental theory.  Candidates go beyond discussion of the objective of the activities to evaluate other student learning behaviors — language development, psychomotor skills, social development, and dispositions such as tenacity and cooperation. Students link reflections to information in the contextual phase of the unit.  Future activities are directly linked in writing to the reflection on the previous session. |

**Analytic Scores:**
1 = Expectations Not Yet Met
2 =  Expectations Met at a Minimal Level
3 =  Expectations Met at a High Level
4 = Exceeded Expectations

**Holistic Scores:**
18-20 points — Candidate Exceeded Expectations
15-17 points — Candidate Met Expectations at a High Level
10-14 points — Candidate Met Expectations at a Minimal Level
9 points or less — Candidate Has Not Yet Met Expectations

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LEE178ECE READING COMPETENCY SCHEDULE, Fall, 2010 (Subject to change)

| READING STRATEGY | COMP # | DATE TAUGHT IN LEE177ECE | DEMO BY MS. MCCLOSKEY | LESSON PLAN DUE TO DR. MACY | TEACH BY (TARGET) |
|---|---|---|---|---|---|
| *Read Aloud* | #1 (2) | 8/30 | 9/8 | 9/19 & 10/31 | 9/22 & 11/3 |
| *Grand Conv/Lit. Circles* | #11 (3) | 8/30 & 11/15 | 9/8 & 11/17 | 9/19 & 9/26 & 10/31 | 9/22 & 9/29 & 11/3 |
| Guided Rdng. | #10 (2) | 9/13 | 9/15 | 9/19 & 10/31 | 9/22 & 11/3 |
| Reading Behaviors | #2 (2) | 9/20 | 9/22 | 9/26 & 10/3 | 9/29 & 10/6 |
| Phon. Awareness | #3a (2) | 9/27 | 9/29 | 10/3 & 10/24 | 10/6 & 10/27 |
| *Word Recog. Assess* | #15 | 9/27 | 9/29 | 10/3 | 10/6 |
| Phonics | #3b (2) | 10/4 | 10/6 | 10/10 & 11/7 | 10/13 & 11/10 |
| Spelling | #4 (2) | 10/4 | 10/6 | 10/10 & 11/7 | 10/13 & 11/10 |
| High Freq. Words | #5 | 10/4 | 10/6 | 10/10 | 10/13 |
| Reading Skills | #6a | 10/11 | 10/13 | 10/17 | 10/20 |
| Writing Skills | #6b | 10/11 | 10/13 | 10/17 | 10/20 |
| Shared Rdng | #7 (2) | 10/18 | 10/20 | 10/24 & 11/14 | 10/27 & 11/17 |
| Vocabulary | #13 | 10/18 | 10/20 | 10/24 | 10/27 |
| Lit Center | #9 | 11/1 | 11/3 | Na | Sign off 12/1 |
| Rdng. Log | #8 (5) | 11/1 | 11/3 | Complete 5 by 12/1 | Complete 5 entries by 12/1 |
| Story Structure | #12 (2) | 11/8 | 11/10 | 11/14 & 11/28 | 11/17 & 12/1 |
| Writ. Workshop | #14 | 12/6 | 11/17* | 11/28* | 12/1* |

*\* Demonstrated, submitted, and/or taught in EHD178ECE before being taught and/or demonstrated in LEE177ECE.*

**8:00-10:30 on Wednesdays, September 8 through Dec. 1 at _____. Lesson plans are due to** _____ by noon on the Sundays listed. <u>One</u> plan is submitted for the group lesson and <u>one</u> plan for each individual lesson. Plans with comments will be returned to student via email by the Tuesday morning following submission. At _____ students will observe _____ from approximately 8:00-9:00; work in larger groups until 9:40; debrief _____ lesson from 9:40-9:55; and work with one to three students from 9:55-10:30. The Site Visitation Project will be scheduled for completion in this placement.

Students will work with their small individual student groups *date* and *date*. Lesson plans are due <u>only</u> if you intend to get credit for a reading competency on those two days.

<div align="center">

EHD178ECE READING COMPETENCIES
(GRADES K-3)

</div>

**Teacher Candidate:** _____ **Semester/Year :** _____

**Master Teacher:** _____ **University Supervisor:** _____

**School:** _____ **Grade:** __1___ **District:** _____

**Competencies:**

1.  Plan and read aloud two stories with multicultural emphasis to a group of students and include an activity to activate prior knowledge before reading and a response activity after reading.

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

2.  Supervise students during reading workshop (or other type of independent reading activity), and conference with group of students about their reading.  Write anecdotal records noting the reading behaviors you observed and a brief summary of your conferences.

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

3a.  Teach two phonemic awareness lessons based on teaching strategies demonstrated in your LEE177ECE class.

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

3b.  Teach two phonics lessons based on teaching strategies demonstrated in your LEE177ECE class.

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

| _____ | _____ | _____ |
|---|---|---|
| Confirmed | Activity Description | Date |

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4.  Teach two spelling lessons using word sort and/or word building activities.


_____   _____   _____

   Confirmed                                    Activity Description                               Date

_____   _____   _____

   Confirmed                                    Activity Description                               Date


5.  Teach a lesson on high frequency sight words in a primary classroom.


_____   _____   _____

   Confirmed                                    Activity Description                               Date


6a.  Pre-assess and teach a lesson on a <u>reading</u> skill that students are "using but confusing." (Observe students as they read and document a skill that they are misusing.  Pre-assess their understanding of the skill and write and teach the lesson based on the information gained from your observation and pre-assessment.)


_____   _____   _____

   Confirmed                                    Activity Description                               Date



6b.  Pre-assess and teach a lesson on a <u>writing</u> skill that students are "using but confusing." (Observe students as they write and document a skill that they are misusing.  Pre-assess their understanding of the skill and write and teach the lesson based on the information gained from your observation and pre-assessment.


_____   _____   _____

   Confirmed                                    Activity Description                               Date

7.  Teach a series of shared reading lessons .

_____   _____   _____

   Confirmed                                    Activity Description                               Date

_____   _____   _____

   Confirmed                                    Activity Description                               Date


8.  Have students keep a reading log with at least five entries in which they write about reading they have done.  Respond to their entries.


_____   _____   _____

   Confirmed                                    Activity Description                               Date




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_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

9.  Develop and implement at least four literacy centers in conjunction with a literature focus unit being taught in the classroom.

_____     _____     _____
Confirmed                        Activity Description                        Date

10.  Teach guided reading lessons based on information gained from running records.

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

11.  Conduct three grand conversations or literature circle discussion.

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

12.  Teach a lesson on story structure or poetic structure.

_____     _____     _____
Confirmed                        Activity Description                        Date

_____     _____     _____
Confirmed                        Activity Description                        Date

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13.  Teach a vocabulary lesson (e.g. using realia, word wall, word sort, word map, alphabet book).

_____   _____   _____
    Confirmed                          Activity Description                          Date

14.  Supervise writing workshop (or other type of process writing activity) and conference with several students about their writing.  .

_____   _____   _____
    Confirmed                          Activity Description                          Date

15.  Assess student's Word Recognition abilities.

_____   _____   _____
    Confirmed                          Activity Description                          Date

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