

ED 252 Learning, Motivation, and Assessment
Professional Field Experience (PFE)
Eastern Mennonite University
Spring 2013

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Additional hours: By appointment

Course Description:

This practicum runs concurrently with ED 251 Learning, Motivation and Assessment to explore the application of learning theories and principles, motivation, development, and assessment procedures. The practicum is an observation and participatory experience in grades 6-12 designed to provide: (1) observation of classroom teachers and the content area learning environment; (2) initial teaching opportunities of working with small and large group instruction; and (3) opportunities for planning student learning within the content areas of Biology/Natural Sciences, English/Language Arts, History/Social Sciences, Mathematics, Theater, Music and Spanish.

Teacher Candidate Performance Outcomes:

The successful teacher candidate is able to:

Scholarship (S): acquire knowledge through the liberal arts, Global Village General Education Curriculum, and specialty area studies, and to organize and integrate that knowledge across disciplines and cultures.

Inquiry (I): generate questions and use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge (PK): demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication (C): acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring (Ca): develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Objectives:

The student will:

1. Evidence in a field placement a philosophy of teaching which reflects an understanding of a middle and high school learners. (S, I, PK, C, Ca, L)
2. Examine the nature and role of motivation in effective teaching and classroom management. (S)
3. Demonstrate both skill and understanding of classroom management techniques, and individual interventions. (I, PK, Ca)
4. Practice human interaction skills necessary for effective communication with peers, students, parents, administrators and supervisors. (I, C, Ca, L)
5. Analyze instructional objectives, lesson plans and evaluation measures to demonstrate knowledge of effective teaching practices. (S, I, PK, C)
6. Analyze authentic assessment tasks that reflect an understanding of individual differences and desired outcomes appropriate to the developmental stages of the students. (S, I, PK, C)
7. Become familiar with the role of technology in effective teaching. (S, PK, C, Ca)
8. Demonstrate an understanding of EMU's Reflective Teaching model in a practicum setting. (I, C, Ca, L)

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Course Expectations/Requirements:

Attendance and Participation:

Attendance and active participation in each practicum and LMA practicum meeting is expected. Should a student be unable to attend a practicum day or scheduled class meeting due to sickness, it is the student's responsibility to communicate with the instructor via email, office phone, or in-person, and to notify the practicum teacher **before school begins on the day of the absence**. Advance notice is appreciated and preferred. **Any missed days/hours must be made up** (to be arranged between the student and the practicum teacher.) Students are required to participate in a **40-hour** practicum, as arranged by the EMU Education Department. **In order to receive a "Pass" grade for this course, students must fulfill the full 40 hours.** Students are expected to arrive at least 15 minutes before the school day begins in order to sign in at the office and discuss plans for the day with the practicum field teacher, and **leave at noon*** to return to campus. **(*Note:** Student schedules will vary. If this is the case, extra practicum dates will be arranged in order to fulfill the required 40 hours.)

Inclement Weather Procedures:

School cancellations are announced on local TV and radio. If there is a **one-hour delay**, students should proceed to their field school. **Two-hour delays** will be considered "snow days." The week of April 15 has been reserved as a "snow make-up week" in case school is closed on a practicum date. If no snow days occur, students do not have to attend practicum the week of April 15 (unless they need to make up additional hours for other reasons).

Professional Conduct:

Specific students or teachers should not be discussed outside the school setting. When writing weekly reflections, students should use fictitious names/single initial abbreviations. Students' manner of dress should be that of a professional, which would include no denim, or revealing/sloppy clothing. Male practicum students are to wear shirt and tie; female practicum students are to wear nice slacks or skirt/dress. With the exception of earrings, facial rings must be removed. Students must wear their EMU lanyard and nametag each time they visit the school and sign in and out at the office for each visit.

PFE Written Assignments:

Each week **before each practicum**, students will write 2 goals for the practicum day.

After each practicum experience, students will complete a (minimum) full 1-page reflection that answers the weekly question. Reflections and goals (one document) will be submitted electronically each Friday by 12 noon via moodle. Goals for the next week may be written at the conclusion of the weekly reflection and submitted as one document.

PFE Final Paperwork:

At the conclusion of the PFE, each student will submit the Practicum Field Report form and also be evaluated by the field classroom teacher using the Profile of Performance for ED 252 Learning, Motivation, & Assessment form (attached). This evaluation measures the student's personal and professional qualities exhibited during the practicum experience. This completed form may be either mailed to the EMU Education Department or given to the practicum student to submit to the EMU Education Department. In addition, each student must submit the final log of hours and activities (attached). Please refer to the table below for specific due dates.

Course Assessment and Evaluation:

ED 252 is graded on a pass/fail basis. **Prompt** submission of all PFE reflections, final paperwork, and attendance of all required PFE days and class meetings is required to earn a pass (P) grade. **One point per day late will be deducted for late submissions.**

Assignment/Requirement	Due Date/Time	Points
10 weekly reflections	Each Friday by 12 noon	10 pts. ea. = 100
Practicum Field Report form	Thursday, April 18 by 12 noon	10
Log of Hours/Activities	Thursday, April 18 by 12 noon	20
Profile of Performance Evaluation*	Thursday, April 18 by 12 noon	---*
Practicum Attendance (40 hrs.)	Fulfill all hours by Thursday, April 19	40
Discussion Forum and/or class meeting attendance	TBA	10

***Note: Although submission of this form is required, because it is to be completed and returned by the field placement teacher, it does not count for points in the student's overall grade.**

Pass/Fail Grading Scale: In order to earn a Pass (P) grade in this course, students must fulfill all practicum attendance hours* (40 total) AND earn an overall total of 160 out of 180 pts.

*(Extenuating circumstances such as a serious long-term sickness or excessive snow days, will be taken into consideration when calculating the final grade).

Class Meetings and Weekly Reflections:

We will meet (in person or online) to discuss your observations and experiences during your field experience at times to be determined by the availability of the group. A reflection (question prompts will be provided in relation to your LMA coursework) is **due each Friday by 12 noon** along with your weekly goals in Moodle. Each weekly reflection question is worth 10 points and will be assessed with the rubric below. Please note that late reflections will result in a loss of one point per day late.

Weekly Reflection Rubric:

- 10 pts.** student thoroughly describes & reflects on question; makes personal application to own experiences, perceptions & content area; reflection includes at least 1+ page and is submitted by 12 noon each Friday.
- 8-9 pts.** student discusses adequately; however reflection is somewhat vague & application to own experiences, perceptions & content area is limited; barely 1 page and/or submitted late (**1 pt. deducted for each day late**).

7 or < student answers with minimal reflection & personal application to own experiences, perceptions & content area; less than 1 page; submitted late.

To be completed prior to the PFE day: Goal 1 & 2 for the next PFE date, AND:

<u>Week of:</u>	<u>Weekly Reflection Questions:</u>
Jan. 21	First week of regularly scheduled practicum
Jan. 28	Regularly scheduled practicum
Feb. 4	Regularly scheduled practicum
Feb. 11	Regularly scheduled practicum
Feb. 18	Regularly scheduled practicum
Feb. 25	Regularly scheduled practicum
March 4	No practicum this week, EMU Spring Break ☺
Mar. 11	Regularly scheduled practicum
Mar. 18	Regularly scheduled practicum
March 25	Regularly scheduled practicum
Apr. 1	No practicum this week, RCPS Spring Break. Our class will meet on campus--TBA
Apr. 8	Last regularly scheduled practicum day. Be sure to clarify ending date with practicum teacher and review performance assessment.
Apr. 15	Reserved for snow/sickness/additional hours make-up day if needed. Answer the question for the week you missed (if applicable). A few of you also have a schedule such that you are not able to attend 4 hours for each practicum day; therefore you will need to use this date to get in all of your required 40 hours (unless you have made other arrangements with your practicum teacher). If we did not have a snow day, or if you did not miss a day due to sickness, or if you do not need any additional hours for any other reason, then you do NOT have to attend this day. Please make sure your PFE teacher is fully aware of your plans to attend/not attend this make-up date.

Final Checklist:

- ☐ Made arrangements with PFE teacher to make up any missed hours (if necessary)
- ☐ Submitted all 10 weekly reflections/goals (via moodle)
- ☐ Submitted the PFE Record of Hours/Activities form (via moodle or hard copy)
- ☐ Submitted the Field Experience Report form (hard copy)
- ☐ Submitted the Profile of Performance evaluation form (hard copy to be completed by your PFE teacher)
- ☐ Written your PFE teacher a note of thanks (hand-written card is nice; e-mail is sufficient!)

LMA PFE Record of Hours/Activities

[illegible]

		Total Hours:

Profile of Performance
ED 252 Learning, Motivation, & Assessment

Candidate _____ School _____

PFE Classroom Teacher _____ Subject/Grade Level _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations
A1: Demonstrates an understanding of appropriate content standards (SOL/professional standards)			

C. INSTRUCTIONAL PERFORMANCE	Exemplary	Competent	Does Not Meet Expectations
C1. Establishes a safe physical and psychological environment			
C2. Creates a climate of fairness and respect			
C6. Models appropriate language usage			
EMU1. The candidate establishes a successful rapport with students that respects students' personal, family, cultural, and community experiences.			

D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING	Exemplary	Competent	Does Not Meet Expectations
D3. Seeks and uses information from professional sources to improve knowledge of the profession			

E. PROFESSIONALISM*

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply)

- ☐ Is responsible and dependable
- ☐ Shows initiative
- ☐ Is punctual and regular in attendance

- ___ Demonstrates enthusiasm for teaching
- ___ Has compassion for students
- ___ Dresses appropriately
- ___ Demonstrates professional behavior with students, and school personnel
- ___ Displays mature judgment and self-control
- ___ Maintains confidentiality

*Criteria for admission to student teaching

(over)

Dispositions of Caring, Reflective Practitioners

Instructions: Please rate the **consistency** and **quality** of the candidate's ability to demonstrate each disposition.

3-Exemplary demonstration of this trait or behavior

2-Competent demonstration of this trait or behavior

1-Unacceptable demonstration of this trait or behavior

Caring About Personal and Professional Responsibility

1. demonstrates professional responsibility (ie. is consistent and punctual in attendance, comes to class prepared, meets deadlines, trustworthy, presents positive outlook, meets appropriate expectations regarding appearance)	3	2	1
2. takes responsibility for actions	3	2	1
3. regulates personal emotions	3	2	1
4. maintains collaborative, positive relationships with colleagues	3	2	1
5. develops positive relationships with those in authority	3	2	1
6. shows mature judgment	3	2	1
7. holds high expectations for all students	3	2	1

Caring About Relationships in Learning Communities:

1. considers multiple perspectives (listens actively, responds well to criticism or suggestions)	3	2	1
2. promotes compassionate and just learning environments	3	2	1
3. demonstrates passion/enthusiasm about learning and teaching	3	2	1
4. values diversity (eager to work with persons from a variety of perspectives and cultural/ethnic groups)	3	2	1

Caring About Reflective Practice:

1. makes decisions based upon reflection, research, and best practice	3	2	1
2. uses critical thinking to self-assess, to evaluate progress and to set realistic goals	3	2	1

The 3 Rs of Dispositions: Responsibility, Relationships, and Reflection

Suggestions for Continuing Professional Development: Areas of Strength and Growth:

Candidate Date

Practicum Teacher Date

This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.

**Eastern Mennonite University
Field Experience Report**

Name_____

EMU Course_____

School_____

Classroom Teacher_____

Grade/Subject Area_____

Dates of Attendance_____

Description of Classroom Students

Total number of students _____

Caucasian_____

Asian/Pacific Islander_____

African American_____

Native American_____

Hispanic_____

Other, please specify_____

Special needs students (students identified by the school)

Gifted_____

ED_____

LD_____

ESL/LEP_____

Other, please specify_____

Would you recommend using this teacher/school for future placements?

Yes_____ No_____

Please explain your answer.

Practicum Student Signature

Date