

EASTERN MENNONITE UNIVERSITY
Professional Block for Secondary Education (6-12)
ED 361 Special Methods Professional Field Experience (PFE)
FALL 2012

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Overview:

The professional block for Secondary Education is comprised of three courses: ED 351 General Curriculum & Methods for Middle and Secondary Teaching, ED 371-375 Special Methods: Content Area, and ED 361 Special Methods Professional Field Experience (a practicum within a high school classroom). The instructional team of ED 361 consists of the PFE Instructor, the ED 371-375 EMU faculty instructors with 6-12 content area expertise, and the classroom practicum teacher. The PFE Instructor will work with you, your practicum teacher, and the ED 371-375 faculty instructors to ensure that your field experience is a positive one. Please don't hesitate to communicate any concerns or questions that you have.

Field Placement Dates:

Placements begin the **week of September 10**, excluding holidays, until **the week of December 3**. You are required to be in schools for a total of 60 hours, which you will document through the Record of Hours/Activities and through weekly reflections.

EMU Teacher Education Program-Teacher Candidate Performance Outcomes:

The following performance outcomes remain the focus for ED 361 (Professional Field Experience):

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

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to 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.

- evaluate philosophies of education from multiple perspectives to articulate a personal
- philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue
- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

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

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's

- Standards of Learning and specialty professional associations standards

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

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and
- decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating
- a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics
- with professional responsibility

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

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

Course Objectives:

As a result of this Practicum Field Experience, the teacher candidate will:

- Further develop a philosophy of teaching that reflects an understanding of middle and high school learners. (S, I, PK, C, Ca, L)
- Examine and begin to implement effective instructional strategies in the secondary classroom environment. (S, PK, C, Ca)
- Demonstrate both skill and understanding of secondary classroom management and individual intervention techniques. (I, PK, Ca)
- Practice human interaction skills necessary for effective communication with peers, students, parents, administrators and supervisors. (I, C, Ca, L)
- Analyze instructional objectives, lesson plans and a variety of assessment measures to demonstrate knowledge of effective teaching practices and student learning. (S, I, PK, C)
- Analyze authentic assessment tasks that reflect an understanding of individual student differences and desired outcomes appropriate for the needs of all learners. (S, I, PK, C)
- Examine and implement varied technological classroom strategies for more effective teaching. (S, PK, C, Ca)
- Demonstrate an understanding of EMU's Reflective Teaching model in a Professional Field Experience secondary setting. (I, C, Ca, L)

Please note that ED 351 General Curriculum and Methods for Middle and Secondary Teaching, as well as ED 371-375 Special Methods: Content Areas, also integrate the EMU Teacher Education Program Teacher Candidate Performance Outcomes. The three courses (ED 351, ED 361, and ED 371-375) work together as a synthesized body of knowledge for all students in the Secondary 6-12 licensure areas.

Responsibilities of the Teacher Candidate:

Please read the following points carefully and keep them in mind throughout your field experience. Your cooperation will be crucial for the maintenance of a professional relationship with the school and the attainment of our common goal of helping you to become an excellent teacher.

1. **Your first obligation is always to your classroom practicum teacher.**

Honor your practicum teacher's requests as best as you are able. This is NOT a practicum of PASSIVE OBSERVATION!! Although observations are valuable, during this PFE, you are expected to be engaged in hands-on participation as much as possible. Working with small groups, reviewing homework, teaching whole group lessons or mini-lessons, etc. are all ways to participate. Each PFE day, ask your classroom practicum teacher how you may participate and engage in the act of teaching.

2. **As a participant in the school, remember that your behavior and dress should always be that of a professional.**

Specific students or teachers should not be discussed outside the school setting. When writing weekly reflections, use fictitious names/single initial abbreviations. Your 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. Make sure to wear your EMU nametag each time you visit the school and sign in and out at the office.

3. **Your daily attendance is expected.**

It is important that you be prompt in meeting for departure to the school if you are carpooling. It is unfair to make others late; therefore, they will not be expected to wait for you if this should occur. The passing grade for ED 361 is dependent upon attending all required days in the school (for a total of 60 hrs). If a dire emergency arises where you are unable to attend on the scheduled practicum day, **you must contact the classroom practicum teacher and the PFE coordinator by phone/text or e-mail ASAP.** It is then YOUR RESPONSIBILITY to make arrangements to make up the missed hours. If your schedule is such that a full school day (8:00 am – 3:15 pm) on Thursdays is not possible, it is your responsibility to coordinate alternative times with your classroom practicum teacher to fulfill the required 60 hours of field experience. **Inclement Weather Procedures:** School cancellations are announced on local TV and radio. If there is a **one-hour delay**, proceed to your field school. **Two-hour delays** will be considered “snow days” and will not need to be made up.

4. **Course Requirements:**

PFE Written Assignments:

After each practicum experience (or once weekly), teacher candidates will **complete a reflection** (minimum 1 full page) that responds to prompts posted on Moodle and includes a minimum of **two goals for the next practicum session.** Reflections and goals (one document) will be submitted electronically weekly via moodle. These are due at **8 AM Monday** at the start of the following week.

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 including goals for next session and is submitted by 8 AM Monday morning. |
| 8-9 pts. | student discusses adequately; however reflection is somewhat vague & application to own experiences, perceptions & content area is limited, goals lack insight; 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, goals are weak or missing; less than 1 page; submitted late. |

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 361 (attached). This evaluation measures the student's personal and professional qualities exhibited during the practicum experience. This completed form should be reviewed and signed by the student. It 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.

*** Note that: Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.**

Course Assessment and Evaluation:

ED 361 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.**

Summary of ED 361 Course Requirements & Due Dates

Assignment/Requirement	Due Date/Time	Points
10 weekly reflections	Each Monday by 8 AM	10 pts. ea. = 100
Practicum Field Report form	Monday December 10 by 5:00 PM	10
Log of Hours/Activities	Monday December 10 by 5:00 PM	20
Profile of Performance Evaluation*	Monday December 10 by 5:00 PM	---*
Practicum Attendance (60 hrs.)	Fulfill all hours by Friday December 7	60
Individual and group meetings (minimum of 2 per semester, more as needed per individual concerns)	Per group arrangements	20

***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* (60 total) AND earn an overall total of 180 out of 210 pts.

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

Responsibilities of the Classroom Practicum Teacher:

- 1. Allow the teacher candidate to participate in the practicum experience by providing collaborative teaching, whole class instruction, and small group instructional opportunities**

Teacher Candidates have been registered from 8:00 a.m. until 3:15 p.m. one day per week. They are expected to work as an instructional assistant/teaching partner during this time period (a pre-student teaching experience). They should gain experience in small and large group instruction. Unit and lesson plans taught should be shown to the classroom practicum teacher well in advance and should coordinate with the curriculum and be consistent with SOL content guidelines and the school division's instructional plan.

- 2. Review and provide written critique on unit/lesson plans**

Teacher candidates are required to develop a unit and several lesson plans that they will teach. They should submit these plans to the classroom practicum teacher well in advance of the actual date they are due for ED 371-375 to allow time for a written critique of the unit/lesson plans. Your helpful feedback should be written directly on the lesson plans. Teacher Candidates are to share these critiques with the EMU faculty instructors for ED 371-375.

- 3. Communicate with the PFE Coordinator to review student and program progress**

Dr. Beth Lehman will contact the classroom practicum teacher throughout the practicum experience to review the work/progress of the teacher candidate. She welcomes and values your input and feedback! Please feel free to contact her at beth.lehman@emu.edu or 540-432-4636 at any time if you have important feedback or any questions that may arise throughout the semester.

- 4. Complete the evaluation entitled “Profile of Performance” at the end of the field experience rating the teacher candidate’s performance**

EMU will provide the evaluation instrument for the classroom practicum teacher entitled “Profile of Performance” to assess the teacher candidate’s performance at the end of the EMU semester. Please review it with the teacher candidate and then return it to the EMU Education Department at the end of the placement.

** Note that: Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.*

Responsibilities of Professional Field Experience (PFE) Instructor:

- 1. Provide resource materials and Special Methods course syllabi to the Classroom Practicum Teacher.**

The syllabus for ED 361 Special Methods PFE has been developed by the PFE Instructor. In addition, the EMU faculty instructors for ED 371-375 Special Methods courses develop their individual course syllabi and coordinate their course agendas and timelines.

- 2. Provide assistance to the teacher candidate and Classroom Practicum Teacher in the delivery of the ED 371-375 Special Methods courses.**

The PFE Instructor will act as a consultant to the teacher candidate, the EMU faculty instructors of ED 371-375, and the practicum teacher in the delivery of the Special Methods course. The key

component of this program is to link theory with practice. Several years of teaching experience in the 6-12 content area classroom on the part of the EMU faculty instructors coupled with years of experience on the part of the classroom practicum teacher will broaden the objectives of the course.

3. Confer with the EMU faculty instructors and Classroom Practicum Teachers during the semester regarding teacher candidate performance and course applications.

The PFE Instructor will conduct on-site visits to observe PFE teacher candidates & meet with the classroom practicum teacher throughout the semester to discuss teacher candidates' performance and answer questions which might arise during the practicum experience. Any pertinent information will be shared with the EMU faculty instructors of ED 371-375 Special Methods courses.

4. Collaborate with the Classroom Practicum Teacher on the evaluation of teacher candidate performance.

Discussion of teacher candidate performance will take place between the classroom practicum teacher and the PFE Instructor during scheduled classroom visits.

5. Provide final course grades for each teacher candidate.

The PFE Instructor will assign the final grade for ED 361 PFE for each teacher candidate after evaluating the weekly teacher candidate reflections and after consultation with the EMU faculty instructors of ED 371-375 and the classroom practicum teacher.

School Practicum Teacher _____ School _____

Record of Hours for ED 361 Special Methods PFE

Date of Classroom Visit	Hours	Brief Description of Activities
Total Hours:		

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)

LD_____

ED_____

MR/ID_____

ASD_____

Gifted_____

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

**PROFILE OF PERFORMANCE:
ED 361 SPECIAL METHODS PFE**

Practicum Student _____ **School** _____
Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching