

Boise State University
College of Education

Early Childhood Studies

Professional Year

**Field Guide for ED-ECS 463
Teaching Experience in Preschool Programs**

Fall 2008



Boise State University Teacher Education Conceptual Framework

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Teaching Experience in Preschool Programs

The purpose of this teaching experience is to prepare pre-service teachers to teach in preschools, whether in public or private settings. A main goal is to prepare teachers to work with ALL young children, both typically developing and those with disabilities and delays, and their families. Interns spend 8 weeks, full time, working in a preschool that has a significant number of children with delays and disabilities in order to learn procedures and instructional strategies that enable teachers to work with this population. Inclusive environments are ideal. In this teaching experience separate activities are completed and a work sample that measures children's learning. Students are nearing the end of their pre-service learning; therefore, many standards are addressed. Students are expected to be professional, knowledgeable and with basic skills in teaching.

The following courses support ED-ECS 463 Teaching Experience in Preschool Programs:

ED-ECS 328 Preschool Programs: ECE/ECSE

Developmentally appropriate curriculum and materials for preschool age children, both typically developing and those with delays and disabilities. PREREQ: Admission to Teacher Education of PERM/INST.

ED ECS 327 Assessment and Program Planning: Birth-5 years

Formal and informal assessments to include observation of behavior and performances in natural activities, procedures for screening and eligibility determination, and development of Individualized Family Service Plans and Individual Education Plans. PREREQ: Admission to teacher Education or PERM/INST.

ED-ECS 463 Teaching Experience in Preschool Programs: ECE/ECSE

Preschool teaching experience for students pursuing the EC/ECSE Blended Certificate. Teaching responsibilities in programs for children with and without delays and disabilities with an emphasis on inclusive environments. Seminars are conducted. (Pass/Fail). PREREQ: Admission to Teacher Education. PREREQ/COREQ: ED-ECS 327, ED-ECS 238.

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Required Activities: EC-ECS 463 Teaching Experience in Preschool Programs

Activity	Timeline
1. Document learning philosophy, goals and profile of program 2. Write letter of introduction to families 3. Collect and review program standards/outcomes 4. Learn the purpose of all centers by documenting outcome standards 5. Using NAEYC - DAP, document developmentally appropriate components of program 6. Participate in screening and/or complete observations of children 7. Participate in an interdisciplinary meeting to develop an IEP with one child 8. Pre-Assessment for work sample: Complete class profile based on standards for all children and IEP goals for children with special needs 9. By second week collaborate with Mentor and write lesson plans for whole class or small group 10. Write a weekly reflection based on participation in activities/lessons	Week 1-3
11. Conduct activities/lessons with whole class or small group (based on no. 9) 12. Reflect with Mentor on interactions/lessons (whole class and individual child) 13. Solicit written feedback on work sample from Mentor and Liaison 14. Collaborate with Mentor to begin written planning of full-day teaching (based on no. 8) 15. Video tape one example of teaching for self review 16. Write a reflection based on video of self as teacher 17. Consult with Mentor and document ways of communicating with families 18. Write about child behavior and learning in a section of a newsletter 19. Role play an IEP meeting or a conference with a parent when a teacher would like to recommend formal evaluation of a child	Week 3-5
20. Show full day planning overview and beginning written plans to Mentor and Liaison 21. Show work sample, to date, to Mentor and Liaison 22. Begin full day teaching for minimum of two weeks (based on no. 16) 23. Request Director/Principal to observe and give direct feedback 24. Video tape one lesson for self review 25. Write a weekly reflection based on changes in self as teacher	Week 5-7
26. Set up and participate in a final three-way evaluation with Mentor and University Liaison 27. Post-Assessment for work sample: Complete evaluation of success of teaching and learning based on standards and IEP goals (based on no. 8 & 16) 28. Continue activities/lessons 29. Hand in work sample on disk to University Liaison 30. Capstone: Media presentation (CD-ROM) of work sample to professionals	Week 7-8

Standards addressed in this teaching experience include the following:

1. Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Core Standards:

D1-The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Blended Standards:

P1-Educator uses children's growth and development theories as fundamental building blocks of curriculum.

P2-Educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from ages 3-5.

2. Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

3. Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Core Standards:

P1-The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.

Special Education:

K1-The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

4. Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Core Standards:

P1-The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

Blended Standards:

P1-Educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions.

P2-Educator uses instructional strategies that support both child-initiated and teacher-directed activities.

5. Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Core Standards:

D2-The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.

Blended Standards:

P1-Educator promotes opportunities for young children in natural and inclusive settings.

P2-Educator embeds learning objectives within everyday routines and activities.

6. Communication Skills – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Core Standards:

P1-The teacher is a thoughtful and responsive listener.

Blended Standards:

P1-Educator adjusts language and communication strategies for the developmental age and stage of the child.

Special Education:

P2-Teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

7. Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Core Standards:

P2-The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

Blended Standards:

P1-Educator designs meaningful play experiences and integrated learning opportunities for development of young children.

P3-Educator supports transitions for young children and their families from preschool to primary programs.

8. Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Core Standards:

P1-The teacher selects, constructs, and uses a variety of formal and informal assessment techniques.

Blended Standards:

P1-Educator screens all developmental delays.

9. Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Core Standards:

K3-Teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.

D2-Teacher recognizes the importance of critical thinking and self-directed learning.

P1-The teacher practices behavior congruent with the Code of Ethics for Idaho Professional Educators.

P2-The teacher adheres to local, state, and federal laws.

10. Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Core Standards:

P2-The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

P5-The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school-learning environment for students.

D1-The teacher appreciates input from parents/guardians and others knowledgeable about the student.

Blended Standards:

P1-Educator practices behavior congruent with NAEYC Code of Ethics.

P2-Educator demonstrates skills in consulting and partnering with families and diverse delivery providers.

P3-Educator identifies and accesses community, state, and national resources for young children and their families.

P4-Educator advocates for resources for young children and their families.

Source for Standards: Idaho State Department of Education

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 1	Introduction to Preschool Programs
Idaho Core & ECE/ECSE Teacher Standards	Standard 1: Core D1 Standard 8: Blended P1 Standard 10: Blended P3, Core P2
Introduction	When beginning a new teaching assignment, it is important to get to know the ecological climate including the people who work there, the philosophy of the program and how the environment is designed to meet the needs of children.
Goal	To gather information about the preschool program
Objectives	<ul style="list-style-type: none"> • To review documents about the program • To make yourself familiar with families • To observe for developmentally appropriate practices • To learn important information about children
Activity Instructions	<ol style="list-style-type: none"> 1. Document learning philosophy, goals and profile of program. 2. Write letter of introduction to families. 3. Collect and review program standards/outcomes. 4. Learn the purpose of all centers by documenting outcome standards 5. Document developmentally appropriate components of program. 6. Participate in screening and/or complete observations of children.
Resources	Materials from program and/or the district NAEYC – DAP Preschool Program Profile (Appendix C)
Due Date	Weeks 1-3
Assessment Criteria	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Pass Fail Activities: 1 2 3 4 5 6</p>

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 2	Beginning Planning and Participation
Idaho Core & ECE/ECSE Teacher Standards	Standard 1: Blended P1, P2 Standard 3: Core P1, SPED K1 Standard 4: Core P1, Blended P1, P2 Standard 7: Core P2, Blended P1 Standard 8: Core P1, Blended P1 Standard 9: Core D2
Introduction	The expectation for teachers is that they are well prepared. They do both short- and long-term planning and, even with that, have numerous “filler” activities to help them out when they need to be flexible. Teachers of young children are expected to teach to the moment and embed goals for children in routine activities. As a new teacher plan in detail to give you confidence, and practice teaching to the moment.
Goal	To participate in lesson planning and writing and reflect on teaching
Objectives	<ul style="list-style-type: none"> • To assess preschoolers’ learning needs • To prepare whole group and small group lessons • To reflect on teaching
Activity Instructions	<ol style="list-style-type: none"> 7. Participate in interdisciplinary meeting to develop an IEP with one child. 8. Pre-Assessment for work sample (Appendix A): Complete program and class profile 9. Write lesson plans for whole group and/or small group. 10. Reflect on planning and participation in activities.
Resources	Preschool Program and Class Profile (Appendix C) Lesson Plan Format (Appendix D)
Due Date	Weeks 3-5
Assessment Criteria	<p>Intern’s work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Pass Fail Activities: 7 8 9 10</p>

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 3	Beginning Planning and Participation
Idaho Core & ECE/ECSE Teacher Standards	Standard 5: Blended P1, P2 Standard 6: Core P1 Standard 9: Core K3 Standard 10: Core D1
Introduction	This is practice time in teaching; use frequent reflections to decide how you are doing. Ask: What went well? What would I do differently? How do I know children are learning what I want them to learn? What did I learn about what children would like to learn?
Goal	To practice teaching preschoolers and reflect on self as teacher
Objectives	<ul style="list-style-type: none"> • To follow through with lesson planning to teach small groups/whole class • To reflect on self as teacher
Activity Instructions	<ol style="list-style-type: none"> 11. Conduct activities/lessons with whole class and/or small group based on planning. 12. Reflect with Mentor on interactions/lessons. 13. Solicit written feedback on work sample to date from Mentor and Liaison. 14. Collaborate with Mentor on written planning for full-day teaching. 15. Video tape one example of teaching for self review 16. Write a reflection based on video of self as teacher.
Resources	Lesson Plan Format (Appendix D) Video Self Review (Appendix E)
Due Date	Weeks 3-5
Assessment Criteria	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Pass Fail Activities: 11 12 13 14 15 16</p>

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 4	Families: Communication
Idaho Core & ECE/ECSE Teacher Standards	Standard 7: Blended P3 Standard 9: Core P1 Standard 10: Core P5, Blended P2, P4
Introduction	Communicating with families is vital to the educational process. Research informs us that involved families have children who perform better in school with academics and behavior. Families look to educators not only as experts on how and what their children need to learn, but on ways to help them with child development and behavior. The educator is often a family's first resource for help with perceived problems.
Goal	To practice communication with families
Objectives	<ul style="list-style-type: none"> • To document ways of communicating and involving families. • To practice communicating, through writing, to families • To practice communicating, through role play, a difficult situation with a family
Activity Instructions	<p>17. Consult with Mentor and document ways of communicating with families.</p> <p>18. Write about child behavior and learning in a section of a newsletter.</p> <p>19. Role-play an IEP meeting or a conference with a parent when a teacher would like to recommend formal evaluation of a child.</p>
Resources	Mentor teacher ideas for communication Course – ED-ECS 222
Due Date	Weeks 5
Assessment Criteria	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Pass Fail Activities: 17 18 19</p>

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 5	Later Teaching and Reflecting
Idaho Core & ECE/ECSE Teacher Standards	Standard 5: Core D2 Standard 6: Core P1 Standard 9: Core K3, D2 Standard 10: Core P5, D1
Introduction	Continue teaching and reflection to perfect your teaching. Be prepared for two-week full day teaching.
Goal	To practice and perfect teaching preschoolers and reflect on self as teacher
Objectives	<ul style="list-style-type: none"> • To practice teaching • To reflect on teaching
Activity Instructions	<p>20. Show full day planning overview and beginning written plans to Mentor and Liaison.</p> <p>21. Show work sample, to date, to Mentor and Liaison.</p> <p>22. Begin full day teaching for minimum of two weeks.</p> <p>23. Request Director/Principal to observe and give direct feedback.</p> <p>24. Video tape one lesson for self review.</p> <p>25. Write a reflection based on changes in self as teacher.</p>
Resources	Video Self Review (App E)
Due Date	Weeks 5-7
Assessment Criteria	<p>Intern's work will be evaluated on the thoroughness of completion of assignment. Liaison discretion will be required in assessing activities. Mark each activity with a P or F.</p> <p>Pass Fail Activities: 20 21 22 23 24 25</p>

Semester	Fall
Course	ED-ECS 463: Professional Year I
Activity 6	Ending Practice in Teaching and Reflecting
Idaho Core & ECE/ECSE Teacher Standards	Standard 5: Core D2 Standard 6: Core P1 Standard 9: Core K3, D2 Standard 10: Core P5, D1
Introduction	During the final two weeks of teaching, it is time to schedule the three-way evaluation with Mentor teacher and University Liaison. All activities and work sample need to be completed before the three-way evaluation.
Goal	To prepare for three-way evaluation and final analysis of work sample
Objectives	<ul style="list-style-type: none"> • To prepare for final three-way evaluation • To continue with final activities in classroom • To present final analysis of work sample to professionals
Activity Instructions	<p>26. Set up and participate in a final three-way evaluation with Mentor and University Liaison.</p> <p>27. Post-Assessment of work sample: Complete evaluation of success of teaching and learning based on standards and IEP goals.</p> <p>28. Continue activities/lessons.</p> <p>29. Hand in work sample on disk to University Liaison.</p> <p>30. Capstone: Media presentation (CD-ROM) of work sample to professionals.</p>
Resources	Rubric for Work Sample (Appendix B) Rubric for Course Grade (Appendix G) Professional Year Intern Assessment (Appendix H)
Due Date	Week 7-8
Assessment Criteria	Evaluation tools: Rubric for Work Sample (Appendix B) Rubric for Course Grade (Appendix G) Professional Year Intern Assessment (Appendix H)

Appendix A: Outline of Work Sample

Components	Timeline
Introduction: <ul style="list-style-type: none"> o description of center/school o philosophy of center/school program o class profile o document preschool program standards/child outcomes o description of the assessment plan or documentation format o description of resource personnel available to work with class o description of interdisciplinary meeting for IEP 	Weeks 1-3
Pre-Assessment: determination of standards for all children and IEP goals for children with special needs included in centers, activities, and lessons	Week 3
Activities: outline of lessons to be completed to achieve assessment goals (may include a variety of teaching organization strategies: lesson plans, webbing to show integration of domains/subjects, etc)	Week 4
Facilitation: teaching of activities/lessons with whole class, small group, and individual children	Week 5-7
Communication: Example of information letter to families	Week 5-7
Post-Assessment: determination of progress made in meeting standards for all children and IEP goals for children with special needs Presentation of work sample to professionals (CD-ROM)	Week 8

Appendix B: Rubric for Work Sample

Item	Unacceptable 0	Acceptable 1	Proficient 2	Score
Introduction	Organization is unclear; some important components missing	Acceptable introduction, including all of the required components	Well organized introduction, including all of the required components and additional pertinent information	
Pre-assessment	Assessment poorly organized; not aligned with standards and objectives; data not clear and/or important data missing	Assessment acceptably organized; aligned with standards and objectives; data acceptably clear and included	Assessment well organized; clearly aligned with standards and objectives; data very clear and included	
Activities	Outline not given or unclear; lesson plans not aligned with standards and objectives; inadequate or unclear instructional strategies, materials list; inadequate or unclear assessment plan; limited reflection of teaching	Outline presented; lesson plans adequately aligned with standards and objectives; adequate instructional strategies, materials and assessment plan; adequate reflection of teaching	Outline and lesson plans aligned with standards and objectives; well developed steps to meet objectives; instructional strategies show variety of ways to achieve objectives; description of materials given; assessment shows variety of ways to demonstrate knowledge	
Post-assessment	Assessment poorly organized and not aligned with standards and objectives specified; data not clear and/or important data missing	Assessment acceptably organized and aligned with standards and objectives specified; data acceptably clear and data included	Assessment well organized and aligned with standards and objectives specified; data very clear, included and progress analyzed	
Reflection on Practice	Some understanding of the teaching/learning process; reflection is not introspective	Adequate understanding of the teaching/learning process; adequate introspection	High level of understanding of the teaching/learning process; reflection is introspective	

Name _____

Appendix C: Preschool Program and Class Profile

Please type all work.

1. Description of School/Center/Agency (building site, classroom)

2. Description of program philosophy and goals

3. Description of professionals (administrators, caregiver/teachers, developmental specialists, etc.)

4. Description of children and families (number served; socio-economic status; culture; home language; children with special needs – those on IEPs or not)

5. Description of the curriculum

6. Description of ways caregiver/teachers assess children's strengths and areas for growth

7. Description of classroom guidance/management philosophy and techniques

8. Description of schedule and procedures for transitions

9. Description of ways caregivers/teachers communicate and involve families

Appendix D

Example: Discovery Plan Nature Painting

Goal: The children will paint a mural using a variety of materials from nature

Standards:

Objectives:

- The children will identify the material to be used for painting
- The children will mix paint and notice changes
- The children will notice the effectiveness of various materials for painting
- The children will talk about what they discover

Materials: Paint (blue and yellow), pine cones, pine needles, small branches with leaves, sticks, cattails, etc.

Motivation

The teacher will tell the children about the painting project during circle time. She will show the children the materials that will be available and will let them know there is blue and yellow paint. She will ask “Which of these instruments do you think will make the best paint brush? I wonder what will happen when we mix blue and yellow paint?”

Learning activity:

The table will be covered with a large sheet of paper. The painting materials will be placed in shallow containers and children will choose their painting instruments. Paint will be placed in large shallow containers in the middle of the table within easy reach of the children.

The teacher will watch as the children paint, responding to their observations and posing questions. **(Questions)** She will write down their comments and discoveries. **(Data collection)** She will read her documentation to the children to make sure she “got it right.” **(Data processing)**

The children will help remove the project from the table and put it in a safe place to dry.
(Closure)

Assessment:

When the painting is dry it will be hung in the classroom with the children’s comments and observations posted nearby.

Reflection:

Many of the children ended up finger painting. We discovered that the best painting instrument in nature was fingers! This would be a good activity to expand. Next time we might fingerpaint on large Catalpa leaves using two different colors and make prints.

Appendix D

Example: Direct Instruction Plan Turnip Story Sequence

Goal: The child will listen to a story and then discuss the story sequence

Standards:

Objectives:

1. The child will listen to the story one time through – Invite the children to listen to the story “The Big Turnip.” The child will name the characters in the story as the teacher points to them
2. The child will assist the teacher in the retelling of the story

Materials: Flannel figures corresponding to the characters in the story “The Big, Big Turnip,” a flannel board.

Instructional Strategies:

- Tell the story with enthusiasm and expression, placing flannel board pieces on the board at appropriate points. **(Focusing event)** Emphasize the characters’ names and the sequence in which they appear by repeating them each time a new character is introduced. Leave the characters on the board when the story is over. **(Instructional activity)**
- Encourage the children to name the characters in order. Point to each one in line, beginning with the farmer. Ask the children to say the character’s name when you point to it. **(Checking for understanding)**
- Hide the characters behind the flannel board. Ask the children to help tell the story by telling you which character to put up next on the board. **(Independent practice)**
- Repeat this part of the activity more than once. Vary the procedure by giving each child a character that he or she is to put on the board when it is time for that character to appear in the story. **(Assessment)**

Simplification: Put the flannel board pieces at the bottom of the board, facing the children. Raise them to the top of the board in sequence as you tell the story.

Extension: Tell the story and make mistakes in the sequence. Ask the children to help by correcting mistakes they hear. Ask children to talk about how the meaning of the story changed when the sequence varied. Another option is to encourage the children to tell the story on their own.

Assessment: Using a performance checklist, identify which of the three objectives outlined in this activity plan individual children met.

Reflection: The children enjoyed the story and actively participated. The children were engaged even when it wasn’t their turn. It is important to keep the pace moving so the story ties together. There are a variety of versions of the Big Turnip story. Since it is fall we might read “Big Pumpkin” by and see if the children can see the similarities.

Appendix E: Video Self Review

View the video of your teaching once through without using the review guide. Write about the following:

1. What went well?
2. What you would do differently?

Then view again and examine components of your lesson plan, classroom guidance/management, and the transition to the next activity.

1. How did you start?
2. How did you motivate children? Did it work?
3. How do you know children understood your instructions? What did they say or do? Is there follow up work you need to do with individual children?
4. How did you end the lesson? What was to happen next? How did children transition?
5. How did guidance/management work?
6. What kinds of comments from children surprised you or gave you ideas for future lessons?

Appendix F: Evaluating Lessons

(for Mentor and University Liaison)

Instruction

Engaging Students in Learning

	Needs Work	Competent	Proficient
Representation of Content	Is inappropriate and unclear	Is generally consistent in quality	Is appropriate and links well with students knowledge
Activities	Are inappropriate in terms of age or background	Some are appropriate to engage them but others are not	Most are appropriate and most students are cognitively engaged
Grouping of Students	Groups are inappropriate to students or goals	Are generally suitable to the instructional goals	Are suitable to the goals and engage students mentally
Instructional Materials and Resources	Are unsuitable or do not engage students mentally	Are generally suitable to the instructional goals	Are suitable to the goals and engage students mentally
Structure and Pacing	No clearly defined structure; pacing too slow or rushed	Lesson has recognizable structure although not uniformly maintained; pacing is generally consistent	Lesson has a defined structure; pacing is consistent

Evidence/Comments:

Using Questioning and Discussion Techniques

Engaging Students in Learning

	Needs Work	Competent	Proficient
Quality of Questions	Questions are virtually all of poor quality	Questions are a combination of high and low quality; they invite some response	Most of the questions are of high quality; adequate time is available for response
Discussion Techniques	Reaction style; teacher mediates all question and answers	Attempts to engage students in a true discussion with uneven results	True discussion where teacher, at times, steps aside
Student Participation	Few students participate	Attempts to engage all students with some success	Successfully engages all students in discussion

Evidence/Comments:

Providing Feedback to Students

	Needs Work	Competent	Proficient
Quality : Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality	Feedback is generally consistent in quality; some elements of high quality are present, other are not	Feedback is consistently high quality
Timeliness	Not provided in timely manner or is inconsistent	Timeliness of feedback is generally consistent	Feedback is consistently provided in a timely manner

Evidence/Comments:

Classroom Environment

Guidance/Management of Student Behavior

	Needs Work	Competent	Proficient
Expectations	No standards of conduct	Teacher communicates importance of complying with social rules with some conviction	Teacher models genuine respect for all and holds high expectations for appropriate behavior
Monitoring of Student Behavior	Not monitored; teacher is unaware of behavior	Teacher communicates clear limits; knows what is going on some of the time	Teacher communicates clear limits; knows what is going on at all times
Response to Student Misbehavior	Does not respond to misbehavior	Teacher inconsistently responds and follows through	Teacher is fair; responds quickly; and follows through with conflict resolution or consequences

Evidence/Comments:

Creating an Environment of Respect and Rapport

	Needs Work	Competent	Proficient
Teacher-Student Interactions	Negative, demeaning, sarcastic, or inappropriate with at least some students	Generally appropriate, but with some displays of favoritism or disregard for students' cultures; Students exhibit minimal respect for the teacher	Friendly and demonstrates warmth, caring and respect; Students exhibit respect for the teacher
Student Interactions	Characterized by conflict resulting in hurtful behavior	Are able to enter into conflict resolution most of the time with help from the teacher	Are successful with conflict resolution; class has a sense of friendly belonging

Evidence/Comments:

Establishing a Culture of Learning

	Needs Work	Competent	Proficient
Importance of the Content	Teacher conveys a negative attitude toward content, suggesting it is not important	Teacher communicates importance of the work with some conviction	Teacher conveys genuine enthusiasm for learning
Student Pride in Work	Little or not pride in work; motivated only to complete the work	Invest little energy in the quality of their work	Demonstrate pride in the quality of their work
Expectations for Learning and Achievement	Only modest expectations for student achievement	Inconsistent expectations for student achievement	High expectations by teacher

Evidence/Comments:

Appendix G: Rubric for Course Grade

Grading Procedures: Grade from ED-ECS 463 Preschool Teaching Experience is a Pass/Fail calculated from:

- Attendance at assigned Partner School, Center, or Agency
- Completion of activities
- Completion of Work Sample and Presentation
- Successful Completion of Three-Way Evaluation with Mentor and Liaison
- An unacceptable on any of the following items of the rubric results in a failing grade.

Item	Unacceptable (0)	Acceptable (1)	Proficient (2)	
Attendance	Missed 2 or more days; frequently late or leaves early	*Missed 1 day with prior notice; usually punctual	Perfect attendance; always punctual.	
Activities	Did not complete all required activities	Completed all required activities	Completed all required activities in an exceptional manner	
Work Sample	Missing or incomplete; at least one unacceptable score	No unacceptable scores; mostly acceptable scores	No unacceptable scores; mostly proficient scores	
Presentation: CD-ROM	Not clear in purpose or lacks good sequence; poor design elements; presenter lacks confidence with presentation	Mostly clear in purpose and sequence; moderately good design; mostly comfortable with presentation	Clear in purpose and sequence; good design elements; presenter is poised, comfortable with good voice	
Three-Way Evaluation and Recommendation from Mentor and Liaison	Needs work in most areas of evaluation rubric	Competent in most areas of evaluation rubric	Proficient in most areas of evaluation rubric	

Name: _____

Total _____

*Additional absences must be approved by the University Liaison.

Appendix H: Professional Year Intern Assessment

Mentor Teachers and Liaisons

The assessment instrument will be on line in the near future. We will add the internet address so that you can view the instrument and complete your assessment on line.