Dear Student,

The faculty in the School of Education is committed to creating learning experiences that will inspire you to become an innovative educational leader who can engage in cross-disciplinary thinking that is both inclusive and collaborative. As “leaders for learners in a global world” you will be charged with the responsibility of facilitating the development of learning in your classroom through a strong knowledge base and effective leadership and collaboration skills. Thus, we have created a strand of clinical field preparation that will allow you to actively engage with P-12 students, reflect on these experiences and grow in your capacity to teach, serve, and value the contributions of all students.

Your participation in multiple clinical/field experiences is a critical component to your preparation as a teacher. You will be provided with many opportunities to observe, interact, and collaborate with a variety of educators and support personnel during the next four years. Each field experience has been carefully designed to align to your coursework and focuses on achieving certain objectives as you grow in your knowledge and professional dispositions. Additionally, school sites are carefully selected to facilitate your transition from theory to application and ultimately impact on P-12 students.

This handbook outlines the major clinical field experiences during the first three years of preparation for all degree and licensure programs (a separate Internship I/II handbook is provided during the final year of clinical student teaching). Included are the assessments that will be used by university supervisors and cooperating teachers to evaluate your performance in the field. Certain clinical field experiences are designed to also allow you to complete additional hours in the field if you wish to earn service-learning credit as part of the university’s Service Learning Program. Guidelines and expectations including the School of Education’s Code of Ethical and Professional Behaviors appear in the Appendix. Please be sure to review these documents before beginning your clinical work so that you fully understand what is expected of you in the field. Always remember, “Be a wonderful role model because you will be the window through which many children see their future” Thomas Mckinnon.

Dr. Mariann W. Tillery, Dean
School of Education
Clinical Field Experiences: General Information

- Early field experience is designed primarily to introduce students to the “life of the teacher”. Activities will largely focus on observing in the classroom and assisting the cooperating teacher as needed. It is therefore expected that the student’s level of content and pedagogical knowledge, skills and dispositions are emerging. Students should not be discouraged if early evaluations suggest the need for growth in performance areas.

- Clinical field placements/requirements will be reviewed with students at the beginning of each semester by the faculty member who is assigned to teach the course.

- Please be aware that hours do not include travel time to and from the schools. Students are generally responsible for their own transportation, however, faculty will occasionally work with students to work with others to arrange car-pooling. Let your professor know as soon as possible if transportation will be a problem for you.

- Field experiences will reflect the diverse P-12 student population of surrounding local school districts. Students receiving a K-12 license will be expected to complete clinical field experience at all three levels (elementary, middle, secondary).

- Students do not make their own field experience placements. The process is handled through the Office of the School of Education. Professors will notify students of approval of placements. Students are not permitted to call schools or go to schools until there has been approval.

- Clinical field experience is structured to reflect a developmental growth model of educator preparation. Students will primarily observe and assist in early field placements, followed by targeting small group tutoring in high need schools in targeted areas such as literacy, followed by whole class instruction, lesson planning and assessment of P-12 students in later field experiences.

- Students are reminded that several clinical field experiences are graded. It is the policy of the School of Education that students must repeat any education or supporting course in which a final grade of C- has been earned.

- Students who violate the School of Education’s Code of Ethical and Professional Behaviors may not be recommended for admission into the educator preparation program or may be recommended for dismissal from the educator preparation program. All final decisions regarding admission or dismissal are made by the Teacher Education Council. For more information on the Teacher Education Council and current membership, please refer to the 2014-2015 Educator Preparation Handbook.
Reflections of Students from the field:

“So what did I learn? It’s almost impossible to put yourself in someone else’s shoes. It takes literally living an impoverished life to grasp what it means to be poor — and even then it’s not quite right. We need to be more sensitive to the needs and situations of others, because just knowing what’s going on in their lives does not mean we understand it. It’s important to recognize that this is happening to over 1 billion people throughout the world. Poverty is something we don’t talk about and don’t focus on because it’s uncomfortable. How can we overlook the lives of so many people, simply because it causes us distress?

What does this mean for my classroom? Children are living in poverty every day in the United States. Their education is what will help them to break out of this “cycle.” If I can make connections with students and encourage them to believe in themselves, they may be able to achieve much more than they could have ever expected”.

First Year Teacher: Jessica Strickler, HPU 2013’ Middle Grades Language Arts
(Reprinted with Permission)

I’ve been keeping a list of "firsts" from my year. Here 10 from my first “ten weeks”:

1. First 9-weeks is over! Grades have been closed and submitted.
2. First set of parent conferences. One parent spoke almost no English. One conference featured unhappily divorced parents playing the blame game. Despite asking for insight from guidance, no one thought to mention either of these possibilities to me.
3. First set of short stories has been collected from approx. 100 students.
4. First time a student (6th grade) brought up where babies come from (while discussing the concept of change)........... um, yes, next example? Anyone?
5. Week 10 = first whole week a 6th grader didn’t show up to my room at the wrong time!!!!!!! HUGE. FINALLY.
6. First (and only!) time visiting the football field during practice to handle a student discipline/behavior problem from class.
7. First time leaving the building on a Friday at 3:45 PM to go to happy hour with some new friends from work. Felt completely guilty when I left. Felt utterly relieved when I turned up at happy hour to see that half the building was there.
8. First time a student’s "egg baby" for Home Ec went splat all over my carpeted classroom.... 30 seconds before starting our first test..... and before he had drained the yolk, of course.
9. First friend: 70 year-old retired teacher and long-term substitute who grew up in Harrisonburg (where I’m from) and who took me under her wing in the best way! I’m telling you, she knows everything there is to know about teaching, the county, the school’s I’m in, probably more than 1/2 of all the people that ever worked in this division. Best.Resource.Ever.
10. I swear to you, I’ve yet to cry (knock on wood). Now it’ll probably happen this week.

Overall, I’ve had an amazing first 10 weeks.

Jessica.... I almost wrote Miss Strickler..... oh boy.
HIGH POINT, N.C., Dec. 6, 2012 – As a coach for a youth basketball team and a volunteer for Big Brothers Big Sisters, Ben Oxenberg, a junior education major at High Point University, saw a need for positive male role models in the lives of young boys.

So when his Service Learning professor Dr. Sarah Vess told him that Rashad Slade, intern principal for Johnson Street Global Studies, was interested in starting a boy’s mentor program, Oxenberg took the opportunity to create “Big Man on Campus.”

The mission of “Big Man on Campus” is to provide fifth through eighth grade boys a positive male role model and the opportunity to hold themselves to a higher standard. There are currently more than 40 boys involved, and it continues to grow.

Oxenberg meets with boys one-on-one throughout the week and as a group every two weeks. During the time with the boys, Oxenberg talks to them about keeping up their grades, developing confidence and setting goals. He wants them to know that good things happen to good people.

Oxenberg based the program on an incentive system. When the boys complete tasks such as bringing their report card to a meeting or getting permission slips signed, they get rewarded. Incentives include group bowling or laser tag, and Oxenberg has seen a lot of success so far.
“This program has made quite an impact on the students because of our expectations,” says Slade. “I see students demonstrating proper behavior in school and completing the various responsibility tasks that are assigned. The guys know that we monitor their grades, so we have conversations about areas of improvement, and how we can help them.”

Next semester, Oxenberg will be training freshmen and sophomore education majors to be mentors to help the program grow.

“This program not only enhances my education as an elementary education major, but it defines it,” says Oxenberg. “I’ve always gravitated towards working with those students who faced their own unique challenges, but in the normal classroom setting you can’t pick and choose who you work with. This whole situation has benefitted my future, and for that I am truly grateful.”
A recent High Point University graduate made headlines his first year of teaching by encouraging his students to make a difference in their community, just like he was encouraged to do at HPU.

In the 2012-13 school year, Chris Terzigni and his fourth grade students at Archer Elementary in Greensboro started a project to finish the Boston Marathon for all the runners who weren’t able to finish the race before the tragic explosions occurred.

Terzigni is a graduate of HPU’s fifth-year education master’s program. He graduated from HPU with his undergraduate degree in 2012, immediately began teaching and completed his master’s in elementary education at HPU in May 2013.

“It all started because of the students,” says Terzigni. “Every Monday we would read the newspaper and the kids would choose a story to discuss. They wanted to talk about the marathon and had a lot of questions.” Terzigni says the story got the students interested and involved. When they found out that more than 4,400 runners, who had trained for months for this race, had to stop just 1.4 miles from the finish line, they couldn’t believe it. “Then one student said, ‘Why don’t we finish it for them?’”

Despite the busy school year and End of Grade exams approaching, Terzigni used the students’ interest as an opportunity for learning. The students used math to figure out how many miles they would have to walk or run to finish the race for the runners who weren’t able to cross the finish line.

His students agreed to invite other classes and schools to help out. Terzigni then reached out to other local teachers who he met while studying at HPU. “I made such amazing connections with people while I was at HPU; I knew exactly who to reach out to in order to make this happen.”

Terzigni knew that service learning is more than just doing something; students also had to learn the meaning behind it. To promote the project, his fourth grade students created their own
website; marketed the project through emails and power point presentations; researched the Boston Marathon and marathons in general; and compiled data to make sure they reached their goal by using spreadsheets and graphs.

“It was amazing to see how quickly they absorbed the information,” says Terzigni. “They just learn skills and concepts faster when they are engaged in a project that they are interested in.”

By the end of the year, the students completed more than enough miles to finish the marathon for all of the runners. To celebrate, a Greensboro man who had to stop running at the marathon came to class and thanked the students for their support. The school district also honored the class by presenting a special award for service; and the students were featured on five different news stations. “They were rock stars,” says Terzigni. “They couldn’t contain their excitement, but they were also practicing their speaking and listening skills.”

To top it all off, Archer Elementary created a new position for Terzigni, a technology teacher. Next year he will teach grades K-5 computer and technology skills every week. He’s also been named the new Service Learning Coordinator for the school. “I’ll work with the teachers to help create lessons like this one,” explains Terzigni. “We’ll find projects that get the kids excited, that will help them learn and that will allow them to make a difference in their community.”

All lessons he learned at High Point University.
Through carefully sequenced clinical experiences, teacher education majors gain valuable real-world knowledge of the teaching profession. By working in schools and with P-12 students throughout the four-year program of study, content and pedagogical knowledge, skills, and professional dispositions can build and better prepare program completers for successful careers in the teaching profession. Clinical field experiences allow candidates to observe and reflect on the techniques and strategies that relate to the theories and methodologies they have studied. The *Candidate Performance in the Field* is repeated throughout the program as well as a series of required reflections to monitor each candidate’s developmental growth and progress in teaching, dispositions, and self-assessment.

The sequence of clinical field experiences in the educator preparation program appears in the following table (schools may vary from one year to the next at the discretion of the course instructor and/or university supervisors):

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Description</th>
<th>Licensure Areas</th>
<th>Hours</th>
<th>Assessments</th>
<th>Schools</th>
</tr>
</thead>
</table>
| Freshman | EDU 1200: *Intro to Teaching* | **The Life of a Teacher:** This clinical experience exposes candidates in education with seminars and practical experiences designed to increase their knowledge about careers in teaching. The course will include a minimum of 10 hours of observation and participation in the candidate’s intended licensure area – in an elementary, middle, or secondary school setting. In addition, five seminars and experiences will be required to further explore the career of All | 15 | *Criminal Record Check*  
*Candidate Performance in Field*  
*Candidate Field Experiences Feedback*  
*Reflection Rubric* | High  
Performing/Low Poverty: Southwest Guilford Elementary, Southwest Guilford Middle, Southwest Guilford High School, Millis Road Elementary, Wesleyan Christian Academy |
teaching and to allow education majors to validate their areas of interest in teaching. Candidates gain a sense of the “life of a teacher” and are exposed to policies as well as the EPP Professional Code of Ethics.

**Sophomore**  
**EDU 2110 Nature of Learner**

**Child and Adolescent Development/Developmentally Appropriate Curriculum:**
This clinical experience is designed to assist students to better understand the developmental characteristics of P-12 learners. Atypical development and the impact on classroom teaching (both delayed and accelerated) is explored. Throughout the semester, candidates are expected to relate concepts taught in class to those being practiced in the classroom in areas such as cognitive development, learning styles, classroom management, differentiated instruction and 21st century teaching. Candidates reflect in each of these areas and lead classroom discussions based on these experiences.

**Service Learning Course**
Candidates who choose to enroll in the HPU approved service learning section of this course will complete an additional 10 hours of required clinical fieldwork by participating in additional educational events.

<table>
<thead>
<tr>
<th>Candidate Performance in Field</th>
<th>Candidate Field Experiences Feedback</th>
<th>Reflection Rubric</th>
<th>Diverse School</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td>Johnson Street Global Studies</td>
</tr>
<tr>
<td>15-25</td>
<td></td>
<td></td>
<td>Triangle Lake Montessori</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>High Point Central High School</td>
</tr>
</tbody>
</table>

**Service Learning Survey**
**Summary and Reflection of two Events Required**
hosted by local schools. (These may change every semester). Examples include working with school personnel to assist in a school-wide educational activity involving parents and P-12 students. In the fall of 2014 a Friday evening Math Carnival and a Friday evening Science/Technology night was held at Johnson Street Global Studies. Candidates enrolled in Service Learning were responsible for planning and implementing activities for each of these events, creating all materials and resources for the activities and coordinated the delivery of the activities on the two Friday evenings.

<table>
<thead>
<tr>
<th>Junior</th>
<th>EDU 3130: Reading Process and Practice</th>
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<tbody>
<tr>
<td></td>
<td>Reading Process and Practice</td>
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<tr>
<td></td>
<td>Utilizes the <em>Book Buddies Program</em>, an HPU student is paired with a K-5 student to model strategies for the teaching of reading. Students are also expected to teach one strategy reading lesson (grades 3-5) and to engage in Read-Aloud during class time in a K-2 classroom. Observations of reading lessons in a classroom are also required.</td>
</tr>
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</table>

**Service Learning Course:**
Candidates who choose to enroll in the HPU approved service learning section of this course will complete an additional 10 hours of required clinical fieldwork by participating

in a literacy outreach project. This project involves the planning and implementation of a Family Literacy Night at a local elementary school.

| Junior | EDU 3230: Reading Assessment and Instruction | Reading Assessment and Instruction is designed to assist with the understanding of how to administer, interpret and use reading assessments to write and implement lesson plans in grades 4-5. | Elem/Sped 15 | Reading Assessments and feedback from university instructor on the use of the assessments in writing lesson plans based on data analyses.  
Reading Assessment Profile  
Evaluation Report/Analysis of Data  
Reflection Essays |
|---|---|---|---|---|
| Low Performing/Diverse  
Montlieu Elementary Academy of Technology  
Florence Elementary | 

| Junior | EDU 3232: Practicum in the Elementary School Classroom | The Math/Science Practicum is designed to offer candidates a clinical field experience that is integrated with EDU 3231: Principles of Integrated Instruction I: Math/Science. The 30-hour clinical placement emphasizes the Common Core in Mathematics and Next Generation Science Standards. Candidates work 15 hours in a public school K-6 classroom teaching mathematics lessons under the supervision of a clinical educator and university supervisor. An additional 15 hours of clinical experience in science comes from a variety of activities including Science Field Days, LEGO Education Field Days at HPU, | Elementary 30 | Candidate Performance in Field  
Reflection Essay  
Lesson Plan Observation and Evaluation |
|---|---|---|---|---|
| LEGO Education Partner Schools:  
Kirkman Park Elementary  
Oak View Elementary  
Montlieu Academy of Technology | |
<table>
<thead>
<tr>
<th>Junior</th>
<th>EDU 3244: Teaching and Learning Strategies: Practicum in Special Education</th>
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<tr>
<td></td>
<td>The Special Education Practicum is designed to offer candidates a clinical field experience that is integrated with EDU 3240: Policies and Procedures II and EDU 3243: Struggling Readers and Writers.</td>
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<tr>
<td>Senior</td>
<td>EDU 3100: Collaboration in General Education</td>
</tr>
<tr>
<td></td>
<td>Using the Internship I setting, candidates analyze current descriptive school information including the school report card, School Improvement Plan, AYP data, and collaborative practices by stakeholders at the school level. Based on findings from the analysis of the School Improvement Plan and other available school data, candidates obtain relevant information from key school personnel including general education teachers, special education teachers, school principals, and other stakeholders, such as parents and community members to identify a target area of need. Based on the analysis of collected data, a proposed action plan for the school indicating areas for improvement and corresponding tasks and responsibilities are developed. It is the expectation that the initiative or project will allow the candidate to demonstrate collaboration and leadership.</td>
</tr>
</tbody>
</table>
Candidates are encouraged to lead the enactment of the action plan at the school during Internship 1 or Internship 2.

**Service Learning Course:**
Candidates who choose to enroll in the HPU approved service learning section of this course will complete an additional 10 hours of required clinical fieldwork during Internship I or Internship II and implement the action plan which has been developed. **Samples of implemented Service Learning Action Plans are available for review.**

<table>
<thead>
<tr>
<th>Senior</th>
<th>EDU 4134/44-54/64/74</th>
<th>Internship I</th>
<th>All</th>
<th>80</th>
<th>Working Portfolio #1: Literacy-Infused Curriculum Project, Internship Observation, P-12 Student Checklist, Leadership and Collaboration Project, Candidate Performance in the Field Evaluation, Progress Monitoring Assignment, Reflection Rubric, Professional Development Plan Rubric, Internship Evaluation).</th>
<th>Placement Must be Approved by School District during semester of application prior to Internship I/II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>EDU 4230/40-50/60/70</td>
<td>Internship II</td>
<td>All</td>
<td>525</td>
<td>Working Portfolio II: Internship Observation, P-12 Student Checklist, Reflection Rubric, Internship Evaluation, Using Data to Assess Student Learning</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Placement Must be Approved by School District during semester of application prior to Internship I/II.</td>
<td></td>
</tr>
<tr>
<td>MAT</td>
<td>EDU 5299</td>
<td>Supervised Practicum in the Elementary Setting</td>
<td>All</td>
<td>80-100</td>
<td>Working Portfolio #1: Literacy-Infused Curriculum Project, Internship Observation, P-12 Student Checklist, Leadership and Collaboration Project, Candidate Performance in the Field Evaluation, Progress Monitoring Assignment, Reflection Rubric, Professional Development Plan Rubric, Internship Evaluation).</td>
<td>Placement Must be Approved by School District during semester of application prior to EDU 5299/5230</td>
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</tr>
<tr>
<td>MAT</td>
<td>EDU 5230</td>
<td>Clinical Internship: Elementary Education</td>
<td>All</td>
<td>525</td>
<td>Working Portfolio II: Internship Observation, P-12 Student Checklist, Reflection Rubric, Internship Evaluation, Using Data to Assess Student Learning Project, N.C. Falcon Certification, LEA/IHE Certification of Capacity).</td>
<td>Placement Must be Approved by School District during semester of application prior to EDU 5299/5230</td>
</tr>
</tbody>
</table>
EDU 1200
Introduction to Teaching
Credits: 1
Grading: Graded Course
Schools of Focus: High Performing/Low Poverty

Objectives:
1. To provide a course consistent with the developmental model adopted for teacher education at High Point University.
2. To provide practical experiences to students considering a major in teacher education.
3. To introduce prospective educators to the licensure requirements for High Point University School of Education.
4. To provide prospective teachers with the opportunity to reflect upon the attributes needed by today’s teacher to be successful in teaching diverse students in the 21st Century classroom.
5. To provide prospective teachers with the opportunity to reflect upon their experiences in public school settings.

Description:
This introductory clinical experience exposes students in education with seminars and practical experiences designed to increase their knowledge about careers in teaching. The course will include a minimum of 10 hours of observation and participation in the student’s intended licensure area – in an elementary, middle, or secondary school setting. In addition, seminars and experiences will be required to further explore the career of teaching and to allow education majors to validate their areas of interest in teaching. Students gain a sense of the “life of a teacher” and are exposed to policies as well as the EPP Professional Code of Ethics. During EDU 1200 students are also assigned the task of researching their own state’s Department of Public Instruction expectations for licensure in the area that he/she is pursuing. A formal orientation to the requirements of the EPP including progression in the program, assessment gateways and admission standards is provided during the early weeks of EDU 1200. During the semester students will also attend five on-campus seminars that address the following topics below. A reflection essay is required following each seminar.

Assignments/Requirements:
Seminar 1: Introduction to Teaching. This seminar introduces candidates to the course requirements. This will include an overview of course expectations – including the High Point University Teacher Education Code of Professional and Ethical Behaviors. Students will have the opportunity to identify their choice in placement for the practical experience. The Clinical Field Experiences Contract outlining expectations is signed by all students.

Required Reflection: Please provide a two to three page summary related to your interest/desire to be a teacher. Identify the primary reasons you are considering education and how your life experiences have added to this consideration. This summary should also identify the personality
traits you feel you have that will make you a dynamic and effective teacher for all students. A reference related to teaching should be included in the reflection.

Seminar 2: Expectations for Teachers. This seminar emphasizes the need for teachers to meet professional ethical standards. Students will discuss the Code of Professional Practice and Conduct for North Carolina Educators.

Required Reflection: For a variety of reasons, teachers are held to higher ethical standards than persons in most professions. Please provide a two to three page reflection that highlights the need for teachers to uphold ethical standards – in the classroom, school, and community. In addition, the reflection should address licensure requirements and the teaching career for your home state. Specifically, are teachers required to have a master’s degree? Does your state have reciprocity with North Carolina? Are additional requirements for license required by the state? What is the starting salary? What is the job forecast? A reference related to state requirements should be included in the reflection.

Seminar 3: Individual Conferences. This session will involve individual conferences with the course instructor. This will include the submission of the midterm evaluation. The conference will include a discussion on how things are progressing and the candidates’ midterm commitment to the field of education.

Reflection: Please attend a minimum of one professional meeting related to education. This can include Teachers of Tomorrow, Elementary Education Association or Physical Education Club meeting. Candidates may select to attend a meeting in a school setting (faculty meeting, grade level meeting, parent/teacher conference.) Upon completion, please submit a one to two page reflection that summarizes this experience as well as the importance of teachers to be actively engaged in the profession. The reflection is not due until the end of the semester – thus, allowing the entire semester to attend an event. A reference related to professional organizations for intended licensure area should be included.

Seminar 4: Current Events in Teacher Education. Each student is to bring in a current professional journal article that highlights a current event in teacher education/public schools. The candidate should be prepared to summarize the article, including his/her opinion of the topic with a group of other students.

Reflection: Please submit a 2 to 3 page summary that highlights two to three current events/issues in teacher education/public schools. This reflection should include proper citations for articles summarized. A minimum of one article from the required readings (other than the Code of Ethics) should be referenced. In addition to summarizing the current events, the candidate should include his/her opinion related to the topic.

Seminar 5: Introduction to the School of Education Program Requirements. Students are required to attend the orientation to the EPP program to discuss requirements for progressing in the program including testing, GPA, electronic evidences, disposition, and gateway assessments. The Associate Dean of the School of Education typically conducts this orientation.

Reflection: Upon completion of the 10 clinical field hours students should submit a final three to four page reflection that highlights this experience. This reflection should include an overall description of the school, class setting, and population served. In addition, this summary should include the candidate’s impression of this experience and how it was helpful or not helpful in gaining a better understanding of a career of teaching – as well as a summary regarding the candidate’s decision to pursue education as a major. Information, including a cited reference, from the school’s “report card” should be included in the reflection.
**Grading and Final Evaluation:** EDU 1200 is a graded course. The following rubric is used to determine each student’s final grade:

**Participation in Seminar:** 6 points each

<table>
<thead>
<tr>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Point</th>
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<tbody>
<tr>
<td>Student participated in the discussion of the topic.</td>
<td>Student participated in the discussion but was observed talking (off topic) and/or texting once</td>
<td>Student did not participate and/or was observed talking excessively off topic and/or texting more than once and/or was absent</td>
</tr>
<tr>
<td>Student listened with respect to the opinions of others</td>
<td>Student listened but was observed interrupting and/or making rude/inappropriate comments</td>
<td>Student’s behavior was inappropriate for a college classroom</td>
</tr>
<tr>
<td>Student arrived to class on time.</td>
<td>Student was 5 or more minutes tardy</td>
<td>Student missed class without a documented excuse or was over 15 minutes tardy</td>
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</table>

**Seminar Reflection:** 8 points each

<table>
<thead>
<tr>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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<tbody>
<tr>
<td>Reflection was submitted on time AND was the stated length</td>
<td>Reflection was 1 to 10 hours late AND/OR the reflection was over ½ the stated length but not the full expected length</td>
<td>Reflection was over 10 hours late (no reflections accepted after 24 hours) AND/OR the reflection was ½ or less of the stated length</td>
</tr>
<tr>
<td>Reflection demonstrated insight into the topic. The student included at least one additional reference</td>
<td>Reflection demonstrated insight but no additional references were included</td>
<td>Reflection demonstrated poor/little insight</td>
</tr>
<tr>
<td>Reflection included personal story/situation to provide strong personal insight</td>
<td>Reflection included personal story/situation that provided little insight</td>
<td>No personal story/situation was included</td>
</tr>
<tr>
<td>The reflection was well written and organized including no spelling or grammatical errors.</td>
<td>The reflection had 2 to 3 spelling and/or grammatical errors.</td>
<td>The reflection had over 3 spelling and/or grammatical errors.</td>
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**Students must have a satisfactory evaluation in order to pass this course.** An unsatisfactory evaluation will result in the student repeating the practical experience and/or receiving an F for the course.

**Practicum Evaluation:** 15 points each
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<tr>
<th>3 Points</th>
<th>1 points</th>
<th>0 points</th>
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<tbody>
<tr>
<td>The evaluation was submitted by the due date</td>
<td>The evaluation was submitted one to six days after the due date</td>
<td>The evaluation was submitted a week or more late</td>
</tr>
<tr>
<td>The evaluation indicates student is demonstrating exemplary/developed</td>
<td>The evaluation indicates student is “emerging” in professionalism, behavior, dress – and use of oral and written language skills</td>
<td>The evaluation indicates professionalism dress/appearance/oral or written language needs improvement</td>
</tr>
<tr>
<td>Professionalism, behavior, dress – and use of oral and written language skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evaluation indicates the student interacts positively with</td>
<td>The evaluation indicates the student interacts positively with students, colleagues, and school personnel – including being sensitive to individual student needs and differences – including those from diverse backgrounds in an exemplary/developed manner</td>
<td>The evaluation indicates the student interacts positively with students, colleagues, and school personnel – including being sensitive to individual student needs and differences – including those from diverse backgrounds in an emerging manner</td>
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<td>students, colleagues, and school personnel – including being sensitive</td>
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<td>to individual student needs and differences – including those from</td>
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<td>diverse backgrounds in an exemplary/developed manner</td>
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<td>Evaluation indicates student is dependable, prompt fulfills requested</td>
<td>Evaluation indicates student is emerging for dependability, promptness, fulfilling duties, and willing learner</td>
<td>Evaluation indicates student needs to improve in the areas of dependability, promptness, fulfilling duties or being a willing learner</td>
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<td>duties in an exemplary/developed manner</td>
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<td>Evaluation indicates student is a willing learner in an</td>
<td>Evaluation indicates student is emerging as a willing learner</td>
<td>Evaluation indicates student needs improvement as a willing learner/accepts suggestions and feedback positively</td>
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<td>exemplary/developed manner</td>
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A required evaluation by the cooperating teachers will also be included as part of the EDU 1200 experience. (See Appendix C: Candidate Performance in the Field). Students will also have the opportunity to evaluate the teacher they were placed with during EDU 1200 (See Appendix D: Candidate Feedback Field Experience).
EDU 2100
Nature of the Learner
4 Credits
Graded Course

Description:
This clinical experience is designed to assist students to better understand the developmental characteristics of P-12 learners as they are enrolled in EDU 2100: Nature of the Learner. For this clinical field experience, students are expected to complete a minimum of 15 hours in a classroom focusing their observations on child and adolescent development/developmentally appropriate curriculum and the impact of delayed or accelerated “atypical” development on classroom teaching. Throughout the semester, students are expected to relate concepts taught in class to those being practiced in the classroom in areas such as cognitive development, learning styles, classroom management, differentiated instruction and 21st century teaching. Candidates will be asked to reflect in each of these areas and participate in classroom discussions based on these experiences.

During this clinical experience, students may complete a variety of activities, under the supervision of a cooperating teacher including observing classroom instruction and educational opportunities, assisting with classroom instruction, working with students in small groups, working with students 1-1, and assisting with seat-work. Students are expected to interact with students as much as possible and should be in attendance once per week for one hour over the course of the 15 week semester. You are always permitted to complete more than 15 hours and options exist to complete an additional 10-hour service learning project in this course. Details about that project are included in this section.

Objectives:
1. Understand the relationships between patterns of child and adolescent development.
2. Discuss how developmental theory impacts teaching models and the teacher’s role in the classroom today.
3. Compare and contrast the theories of major developmental theorists covered in class, such as Piaget, Erikson, and Kohlberg.
4. Explain the differences and similarities between instructional approaches such as constructivism, inquiry based-learning, cooperative and differentiated instruction.
5. Compare and contrast cognitive and behavioral approaches to learning.
6. Demonstrate professionalism and adhere to the School of Education Code of Ethics during field placement.
Clinical Field Experience Assignments:

1. Arousal Activity
Using the current clinical field experience class placement, develop an example of a 5-minute “Arousal” activity which could be used at the beginning of a lesson to P-12 students to put them into a state of “disequilibrium”. Provide at least 2-3 examples of formal operational strategies (for enrichment if you are placed at the elementary or middle grades level) or concrete operational strategies (for cognitively delayed students if placed in middle or high school) that you might use as a teacher planning your instruction.

2. Behavior Management Plan
Using the current clinical field experience placement, develop a classroom management plan based on any observable behavior issues you have observed in your field placement thus far. The program can focus on an individual student or the whole class. Include the following information:
(a) Write an operational definition of the behavior(s) you wish to change
(b) Develop ideas for how to change this behavior through a system of rewards that are secondary in nature.
(c) What kind of reward pay-off would you use? (When and How many?)
(d) A sample of the types of rewards/incentives you would offer
(e) What would the title of this program be?

3. Cooperative Assignment
Use a lesson you have already observed, develop a plan for how you would implement the Jigsaw strategy of Cooperative Learning for a two-week period. Assume you would introduce and teach the material during week one and then during week two, you would put your Cooperative Base teams into their Jigsaw “Expert Teams”. Come up with 3 major types of assignments/projects you would use during week 2 for accelerated, average, and lower ability level students. Be clear about what the groups would be doing at each expert table and how you would bring the expert teams back to their home-base teams and achieve closure.

4. Differentiated Instruction Assignment
Using the original lesson you selected for the Cooperative Learning Assignment as a framework, please provide samples of the following Differentiated Instruction techniques:
   a. Tiered Assignments: Provide 1-2 examples of tasks you would use in a Differentiated classroom for each of the three levels of students you would be addressing (remember—this may be like the JIGSAW Cooperative Learning activities/assignments you developed above). Be
clear on the **content**, the **process** (activity), and the **product** for each of the three levels. (Use your handout as a guide).

b. For the high level, prepare a sample of a **Learning Contract** (use your handout as a guide).

c. For your quiz, provide a sample of 5-10 **Adjusted Questions** you could use for all students. What directions would you give them?
Education 3130: Reading Process and Practice  
EDU 3230: Reading Assessment and Instruction  
Credit: 4 credits each course  
Graded

Book Buddies Program

Description:
For the field experience portion of EDU 3130, you will be assigned one elementary grade student to read with/read to/listen to on a weekly basis. It will be your responsibility to get to know the child in order to select appropriate texts that match the interests and attention span of the reader.

- The first visit, you will work directly with the child – begin building a relationship with the child and complete the Reading Interest Survey (you will be given this). The information you gather will allow you to purposefully make your initial text selection for reading to/with your Book Buddy.

- Beginning with the second visit, you will spend one day a week for the rest of the semester reading with/reading to/listening to your Book Buddy. Each visit will give you new information that will aid in text selections. Only take authentic texts to read (trade books, magazine articles, graphic novels, “how to” manuals, etc)!! Meaningful text enhances engagement – no “nonsense” commercially produced “ leveled ” texts allowed!! Although you should go prepared to read to/with your Book Buddy, on occasion your Book Buddy may bring a text s/he want to read to you or have you read aloud. THIS IS FINE. What is not fine is for you to spend the time reading a text and/or working on a class assignment the cooperating teacher sends with the child. If this happens, let me know. The cooperating teachers are aware that you are there to mentor and to enjoy a great read (or more than one) with your Buddy – you are not there in a tutoring capacity for this field experience.

Digital Journal Components:

NOTE: You are welcome to use any app or online tool for creating and maintaining your Digital Journal (e.g. Maxjournal, Evernote, Day to Day, Chronicle, Arc Journal, 7Days). I may request to see your Digital Journal throughout the semester. You will submit the digital journal one week before the end of the semester for grading.

Log: You will keep a signed (by the cooperating teacher) log of your weekly Book Buddy sessions. It is preferable for you establish the specific dates and
times with the cooperating teacher before you go the first time! If you are unable
go for any reason, YOU MUST email/call them to reschedule the visit. In
addition to providing the Book Buddy Digital Journal at the end of the semester,
you are to scan the Log and upload this document also.

**Reflections:** You will write a (minimum) 1 page (typed, double space, 12 pt font)
reflection after each visit. Be sure to include the title of the text/article/etc. and
genre in your reflection (remember, only authentic text!). It is advisable to type
the reflection within 24 hours of the session – for greatest authenticity in your
thoughts. It will also enable you to be proactive and stay on top of the reflections
across the course. The weekly entries are a way to showcase/reflect on
discoveries you make about the reading process, your Book Buddy, and yourself
as a future elementary reading teacher across the semester. Your Digital Journal
is a professional space to house your honest ideas, wonderings, frustrations,
and/or celebrations on the heels of each 50 minute Reading Buddy weekly session
along with videos, articles, or any other supplemental information you discover as
you seek answers to questions, solutions to challenges, ideas for great reads, etc.

**Final Reflection:** After the final session with your Book Buddy, reflect back
upon the semester and type a 2-3 page paper pulling together insights, glows &
grows, lessons learned, etc. about yourself as a pre-service educator, about young
readers, and the importance of engagement, attitude, and text selection in the act
of reading.

**Required Documentation:** You will need to submit the weekly reflections,
signed Reading Log, completed Reading Interest Survey, and 2-3 page reflection
on the experience as a whole.

**NOTE:** You should read with your Buddy in a quiet space either in the back
of the classroom or some other designated space where you will not be distracted by
others and/or a distraction to others. Please remember that you are representing
High Point University, as well as, yourself - a future elementary educator, when
you are at the school…dress and conduct yourself professionally. If you have any
questions about what constitutes appropriate dress, ask.

**ASSIGNMENT: READ-ALoud**

You are to read one story in a Big Book format and one poem to a Primary grade (K, 1, or 2)
classroom. Your selections for each text should be appropriate for the specific interests,
background knowledge, and attention span of the children. To enhance the read-aloud experience
for you and the children, the Big Book and poem should have some connection since you will
read both at the same session. Reading aloud to young children is an important instructional
strategy that should be done on a daily basis! To impress upon you just how valuable this
instructional practice truly is, you are asked to highlight ALL of the CCSS and NC Essential
Standards that can be met with your one read-aloud session. Remember, depending upon the
content addressed in the Big Book and poem, additional objectives beyond the ELA standards
will likely be met. You will evaluate each read-aloud performance according to the criteria listed below.

1. Choose the Big Book and poem carefully to match the interests, background knowledge, and attention span of the learners.
2. Practice reading the story and poem frequently. Record yourself prior to reading to the children to see how interesting you sound. Quality read-alouds require practice. Use the “Do’s and Don’ts of Reading Aloud” to guide your preparation.
3. On the day of the read-alouds and 15 minutes before the scheduled time to read, check into the Office and obtain a Visitor pass. Because you are representing High Point University, you are to dress professionally for this visit (no jeans, shorts, low-cut shirts, etc.).
4. Remember to bring a taping device with you so that you can record your read aloud. Please check it several times before using it. Keep the taping device very close to you so that a clear recording will be made. Make sure that the children are unable to touch the taping device while you read. If the device does not work, you will need to reschedule for another day. Taping devices have an incredible ability to work the night before the assignment and then fail to record your read-aloud the next day. Please do everything you can to ensure a clear, audible recording.
   - Tape your read-aloud performances. The tape is for your benefit to sufficiently evaluate your read aloud performances. You are required to hand in the recording with your evaluations (upload to Edmodo).
5. Complete your typed evaluation of your read-aloud performance and submit to Edmodo by the deadline stated on the syllabus. The guidelines are stated below.

**Guidelines for Written Evaluation of Read-Aloud Performances:**

1. Type your report using double space, 12 pt font. (in Word doc format)
2. Evaluate the introduction, the read-aloud, and the closure for each performance. Do not collapse the evaluations; rather, evaluate each one separately. Please be certain to address (at a minimum) the following in your evaluation:
   - For the read-alouds, pay particular attention to variation in (1) pace, (2) tone, (3) pitch, and (4) volume.
   - How did you use (1) eye contact, (2) body gestures, and (3) facial expressions?
3. Discuss two of your strongest behaviors and two weaknesses that need attention. Give reasons for selecting these strengths and weaknesses.
4. How well did the story/poem match the interest, background knowledge, and attention span of the children?
5. What would you do differently next time you read aloud to children? Why?
6. Attach a print out of the CCSS and NC Essential Standards and highlight the objectives that were addressed in this read aloud.

**Although there is not a specific length requirement for this paper, please note that is impossible to thoroughly meet the minimum criteria in less than 3-5 pages (excluding the CCSS and NC Essential Standards).**
The following suggestions should be considered when writing the report:

1. The report should be typed and double-spaced with ample margins and sufficient space between paragraphs. It should be 4-6 pages in length (excluding data).

2. The report should be written in present tense.

3. Use language and description that convey information. Ask if the report would be meaningful for a teacher.

4. Do not take too much for granted. Explain your terms. (e.g., prediction, sampling, etc.)

5. The initial assessment report will reveal findings from the oral reading performance/retell for the literary or informational text.

6. Use child’s first name only in the report. Do not include parents’ name, address or phone number for this report.

The top half of the first page should contain the following information in the order indicated.

REPORT OF EVALUATION OF __________________________
Teacher’s Name _______________________
Age _____ Birth Date _____ Grade _____ Date of Assessment _____
School ________________________________
Parents’ Name(s) ________________________________
Address _______________________ Phone Number ____________
The bottom half of the first page should contain the Abstract. This is intended for teachers and principals who want to get a brief overview of the results and recommendations without reading the entire report.

1. **ABSTRACT**

The abstract should contain the following:

1. A brief statement of the student's strengths and weaknesses in reading.
2. Major recommendations (e.g., reading strategies needed, etc.).

Remember, this is a summary. One short paragraph including the above information should be adequate.

2. **BACKGROUND INFORMATION**

You may have collected only some of this information.

This section should contain such information as the following:
1. What you notice when observing the student in classroom setting.
2. Relevant home and school information (only report what you learn firsthand from child and/or classroom teacher)
3. Important aspects of the developmental history (e.g., serious illnesses) classroom teacher may share.

3. **ANALYSIS OF READING DIFFICULTY**

Included in this section are the results and interpretations of the analyses related to reading. Past experience shows that the R.M.I. provides most of the information that will be needed to diagnose the reader's performance and to make recommendations.

The Analysis of Reading Difficulty Section (3) should be reported in the following systematic order:

1. A brief description of the procedure and your reason for administering it (e.g., Reading Miscue Inventory).

2. A statement of the student's performance on the text (literary or informational). **Provide evidence** for your conclusions. In other words, cite specific examples in the oral reading performance to support your statements. Include the following pieces of evidence to support this section of the report when using the R.M.I. procedure.

   For the oral reading performance/retell you must include the following:
A blank copy of the triple spaced text.
A copy of the marked miscues with sentences coded on the triple spaced text.
A copy of the completed profile.
The calculations used to produce the percentages for the profile.
A completed and unused copy of the form you developed to assess retell.
Although you will not turn in the recording of the oral reading performance, you will need to record the child reading and include:
   (1) Your directions for the reader,
   (2) The student reading the passage,
   (3) Your directions, questions and comments during the retell.

3. A general, summary type statement of the meaning of the results.

Below is a very brief example for steps 1 and 2 above of how a teacher might report the results of an R.M.I. analysis for a reader in literary text. Note that only steps 1 and 2 (above) have been completed for section 3. The general summary statement (step3) of the findings for section 3 needs to be added to this example.

(1) A Brief description of the procedure with reasons for using it.
The Reading Miscue Inventory (R.M.I.) portrays how a reader transacts with print; more specifically the R.M.I. indicates how efficiently a reader uses story sense and grammar, as well as the sounds associated with the particular letter patterns, to identify the author's intended meaning.

The R.M.I. was chosen to analyze Ronald's performance because this procedure not only identifies the reading strategies used by Ronald, but also indicates the reader's strengths as well as his areas of need.

(2) The analysis of the findings follows:
Ronald uses the meaning and grammar of a sentence to anticipate the identification of words as they appear in a story. For example, in the partial sentence,

The dog ran after the ________________

Ronald uses the meaning or background information associated with dogs and his knowledge that a noun usually follows the word "the" to predict such words as car, rabbit, or cat.

Ronald also looks at parts of the words (or samples the visual information) to decide which of his predictions is the most appropriate word for the story.
For example, if the word omitted in the sentence began with “rab…”, Ronald would probably identify the text word as rabbit. There is some indication, however, that sometimes he overlooks syntactic cues.

For example:

Text: A woman in Scotland was burned as a witch because she was seen ...

Ronald: The woman in Scotland were burned as witches because she was seen ...

If Ronald were attending to the singularity, of the word “she” he might have reread the sentence to correct the substitutions which had altered the author's intended meaning.

Ronald’s ability to recall story details and to answer questions that have required him to infer the answers from text is excellent. He brings a wealth of background knowledge to the printed page when he reads.

4. RELATED FACTORS

This section should contain a discussion of those factors evaluated by the teacher which might be related to the student’s reading performance.

The Reading interview and Interest inventory results should be reported and discussed in this section.

5. SUMMARY AND RECOMMENDATIONS

FIRST summarize the major strengths, then the major areas of need in reading as determined by your findings in the preceding sections of the report.

This section draws its information from the different segments of the report. A major function of this section, therefore, is to tie the report together. For example, by capitalizing on the student’s sincere interest in subject “X”, teachers may be able to provide suitable reading material that could foster greater frequency of successful reading experiences which in turn would develop a more positive attitude toward reading.

SECOND make specific instructional recommendations which are appropriate for the individual. Some possible headings are:

- Sustained Silent Reading
- Reading Aloud With Teacher/Parent Feedback
- Cloze Exercises
- Purposeful Writing
- Reading To The Child
- Modeling Reading

**EVALUATION REPORT**

1. Not There/Unacceptable Quality  
2. Below Average Quality  
3. Average Quality  
4. Above Average Quality

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Comments:
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**EVALUATION REPORT**

1. Not There/Unacceptable Quality  
2. Below Average Quality  
3. Average Quality  
4. Above Average Quality

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Comments:
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EDU 3232:
Practicum in the Elementary Setting
Credits: 2
Grading: Graded Course
Schools of Focus: High Performing/Low Poverty

Objectives:
1. To acquire the knowledge and skills to use appropriate data to develop classroom and instructional plans.
2. To develop an understanding of how to maintain a safe and orderly classroom that facilitates student learning and empowers students to make healthy lifestyle choices.
3. To develop the skills needed to engage in collaborative and collegial professional learning activities.
4. To develop the skills to work with specialists to support the learning needs of all students.
5. To develop and apply lessons based on the North Carolina Standard Course of Study, Common Core and Essential Standard and STEM.
6. To develop the skills to integrate literacy instruction throughout the curriculum and across content areas.
7. To learn how to integrate 21st Century skills, technologies and content in instruction.
8. To learn how to provide instruction that reinforces the process strategies for critical thinking and problem solving.
9. To learn how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning.
10. To develop the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.
11. To develop the knowledge and understanding of mathematical conventions and process skills relative to: number sense; numeration, numerical operations and algebraic thinking; spatial sense; measurement and geometry; patterns; relationships, and functions; and data analysis, probability and statistics.
12. To develop the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to life, physical, and earth sciences.

Requirements:

a. Students will be expected to teach 1 whole-class integrated Math (or science) lesson from the unit created in 3231 if possible. The lesson must include a technology element and/or an inquiry-based activity. Lesson plan must be provided to the cooperating teacher ahead of time and signed off on prior to teaching. Students will teach 1 small group lesson based upon math content. A video of both lessons using the i-Pad will be expected.
b. Students must lead one math/science experiments for the Kirkman Park STEM Day. Separate assignment includes the reflection of the experience.
c. Students will participate in Project Wild workshop.
d. Students will participate in a minimum of one LEGO® Saturday Showcase Event.
e. Students are required to maintain a reflection log of classroom experiences every two weeks. Use reflection questions as a basis. Reflections should be typed (12 font; double spaced and a minimum of 500 words) and submitted electronically on EDMODO by Friday at five of each week.
f. One final reflection of the experience highlighting what has been learned about how children learn science and math and what you learned from the experience. You will be using the Reflection Rubric designed for yearly use in the SOE.
g.

Requirements for lesson reflections
There will be a rubric posted for all lesson reflections on EDMODO. Be sure to refer to them before writing your reflection and video analysis. Whenever students teach a lesson that is part of the EDU 3232 requirements, it must also address each of the following questions in the reflection:

1. Was the instructional objective met? How do you know students learned what was intended?
2. Were the students productively engaged? How do you know?
3. Did you alter your instructional plan as you were teaching the lesson? Why?
4. What additional assistance, support, and/or resources would have further enhanced the lesson?
5. If you had the opportunity to teach the lesson again to the same group of students, would you do anything differently? What? Why?

Video review of the two lessons should include the following:

1. How did I appear: dress, attitude, facial expressions; What was my voice level?
2. How did the students respond to using the manipulatives? Did they learn from using the manipulatives?
3. What questions did I ask the students? What level questions did I ask? How long did I wait for answers?
4. If small group, did I call on each student or did each student have an opportunity to respond to a question?
5. What happened at the end of the lesson? How did you determine if your students were learning?
6. Your submission must include a copy of your lesson plan and additional materials the students used.

Requirements for Reflections due every two weeks.

Reflections must include the time and dates attended and the subject matter for which you were present. In the reflection describe any conversations with the teacher, what the students were doing, strategies being used, roles and activities of other adults in the classroom and what you were doing in the classroom. Remember the focus of the lessons are math and science as well as how they and other subjects are integrated. The final reflection will use the School of Education Reflection rubric for scoring. Students may receive a prompt for one or two of your reflections.

Reflections are to be submitted by Friday at midnight every other week. Students will not get credit for those not submitted in time. The best time is to do them as soon as possible. Use standard English, double space and no font size smaller than 10pt. The word count must be a minimum of 500 words.

Special Events

Project Wild, STEM day at Kirkman Park and Lego Showcase Days are required parts of this practicum. Students are encouraged to put those dates in your calendar.
EDU 3244:  
Teaching and Learning Strategies: Practicum in Special Education  
Credits: 4  
Grading: Graded Course  
Schools of Focus: High Performing/Low Poverty

Objectives:  
1. Understand the NC Standards for Special Education General Curriculum Teacher Candidates.  
2. Articulate the characteristics of high incidence disabilities  
3. Maintain professionalism and adherence to professional teaching standards and the Code of Ethics  
4. Implement effective teaching strategies for students with high incidence disabilities  
5. Demonstrate knowledge of a range of instructional strategies appropriate for students with high incidence disabilities

EDU 3244 examines both characteristics of students with high incidence disabilities and effective teaching and learning strategies for these students. A 30-hour clinical field experience is embedded in the course to allow special education candidates the opportunity for direct observation and interaction with students with disabilities.

Journal entries allow the student to share and reflect upon a variety of aspects of the practical experience. Journal entries should reflect your inquiries, insights, considerations and concerns as you complete the required 30 hours in a special education classroom. Journal Entries should be submitted on Edmodo as an attachment by midnight on the date indicated. These entries will reflect on experiences the previous week. The journal entry should contain no less than 500 words. Entries more than three days late will not be accepted and will receive a grade of zero.

Questions to consider when completing the journal entries could include:

- What interested you?
- What surprised you?
- What concerned you?
- What do you need more information on?
- What went well?
- What didn’t go well?
- What will you do differently next week?
- Organization/Classroom Management
- How does this teacher effectively address transition times?
- What methods does the teacher use to organize and utilize data on individual children?
- What behavior modification strategies are being implemented?
How does the classroom organization support instruction
How does the teacher organize her schedule to meet all special education service delivery requirements?
How are related service providers included in the daily schedule of students with disabilities?
If there is a para professional in the setting, how is that individual utilized to positively impact instruction?
What types of questions does the teacher ask?
How does she engage students?
Were the students productively engaged?
Were instructional objectives met?
What methodologies intrigued you?
What methodologies concerned you?
How does the teacher differentiate instruction?
How does the teacher integrate across the curriculum?
How are the related service needs of students with disabilities integrated with daily instruction?
How is positive classroom behavior supported?
How are students assessed?
How does the teacher use this assessment to inform instruction?
How are students’ home lives integrated in classroom life?
How does the school include students with disabilities?
How does the school culture support instruction?
How does the school culture support individual teachers?
How does the school culture support family participation?
How does faculty support one another?

Brochure and Presentation on Disability Area
Student will create a brochure about a disability area and a corresponding oral/visual presentation.
Presentations will be conducted during the Final Exam period. A printed brochure should be available to each class member to reference during the presentation.
The brochure should be trifold and include:
A definition of the disability
Causes of the disability
Characteristics of the disability
Inclusion ideas
Disability support/information groups
The presentation should outline the information outlined in the brochure and provide additional information in the suggested areas below as related to the disability category:
Prevalence
Early intervention services and supports
Supports for school aged- students in the local school system
Assistive technology ideas if applicable
Ideas for parent involvement/support to improve outcomes
What parents/guardians can expect when entering the school system
FAQ
A copy of the brochure and presentation should be submitted on Edmodo prior to the presentation date.
Refer to the Brochure and Presentation Scoring Rubric

Small Group Lesson with Cooperating Teacher Critique
- Students are required to teach at least one small group lesson.
- Presentation date should be determined in cooperation with the University Instructor.
- Lesson should be recorded and submitted to University Instructor no later than April 20.
- Lesson plan/reflection should be submitted on Edmodo no later than April 20.
- Teacher Critique: Student should ask their cooperating teacher to critique the delivered lesson using the form provided. The student should ask the teacher to write a paragraph about the student’s performance that includes two positive aspects of the observed lesson and two aspects the student should work to improve. This can be submitted directly to the HPU Instructor by the teacher via e-mail or can be provided as a hard copy to the HPU Instructor. The form is due no later than April 20.
- Students can include technology in the lessons if appropriate.
- Small group lesson should consist of a short/partial lesson of 15 minutes with the group.
EDU 3100
Collaboration in General Education
4 Credits
Graded Course

Description:
Using the current Internship I placement students will be required to analyze current descriptive school information including the school report card, School Improvement Plan, AYP data, and collaborative practices by stakeholders at the school level. Each student will be required to interview school stakeholders and assess current school efforts related to the elements of collaboration using questions based both upon the framework and findings from the analysis of the School Improvement Plan and other available school data. During the process, the student will focus on the areas of Positive Attitude, Team Process, Professional Development, Leadership, Resources and Benefits as related to the collaborative process within a school (Wiggins & Damore, 2006). Based on the analysis of collected data, each student will develop a proposed action plan for the school indicating areas for improvement and corresponding tasks and responsibilities will be developed. It is the expectation that the initiative or project will allow the candidate to demonstrate collaboration and leadership. The action plan and the summary/reflection completed by the candidate will be presented to professional colleagues at both the school and university level.

Assignments

1) Analysis of the School Improvement Plan

HPU Interns are required to analyze available documents regarding school performance and functioning in order to develop a profile of the school. Researching the school profile should include visiting the school’s website, reviewing the school report card and AYP data, and thoroughly analyzing the School Improvement Plan. The demographic and introductory information should be included in the student’s summary/reflection. The analysis of the School Improvement Plan and available data will be written as a separate one-page summary. This document should be an investigative summary of the School Improvement Plan and should identify key areas in the plan, note strengths and weaknesses of the school, comment on any changes/improvements made from the prior year’s plan, and stipulate any areas the candidate feels the school should focus on while

The student will refer to information learned during this analysis when developing guiding interview questions.

2) Guiding Questions

HPU Interns will develop guiding questions to be used during the interview process. Using the Elements of Collaboration: Rubric, the Intern will develop 8-10 questions, which address the criteria listed for the following elements:
• Positive Attitude
• Team Process
• Professional Development
• Leadership
• Resources
• Benefits

The purpose of the guiding questions will be to focus the interview session and allow the intern to complete the Elements of Collaboration: Checklist form at the end of the process. Examples of Guiding Questions:

▪ How would you describe staff attitude about collaboration at your school? (Positive Attitude)
▪ Are there co-teaching teams at your school and, if so, which grade levels/areas? (Team Process)
▪ What types of professional development sessions targeting collaboration will staff at your school participate in during this school year? (Professional Development)
▪ How are teachers chosen to participate in co-teaching situations and is there a common planning period for the team? (Leadership and Resources)
▪ How does the school track the progress of general education and special education students who receive instruction in a collaborative setting? (Benefits)

The Guiding Questions must be submitted and approved by an HPU Instructor teaching EDU 3100 prior to the interview(s).

2) Interview Process

It is required that the interviews be conducted face-to-face with the following school personnel:

1. General Education Teacher (It is the expectation that the general educator that is interviewed is one that has instructional contact with your assigned students).
2. Special Education Teacher (It is the expectation that the special educator that is interviewed is one that has instructional contact with your assigned students).
3. Encore or “Specialty Subject” Teacher

Examples:

• I am a PE major so I will interview a general education teacher responsible for core content (English/Language Arts, Math, Science or Social Studies), an EC teacher who provides instruction to students I am working with and my cooperating teacher.

• I am a Special Education major so I will interview a general education teacher responsible for core content (English/Language Arts, Math, Science or Social Studies) instruction to students I work with, an encore or “specialty subject” teacher, and my cooperating teacher.

4. Administrator  The candidate should interview either the principal or an assistant principal.
5. School Counselor
6. Other Stakeholder (Optional) Other stakeholders could include other teachers, curriculum facilitators, administrators, or parents who could offer insight.
3) Action Plan
Based on the examination of the interview data (item 3) and the analysis of the School Improvement Plan (item 1), the HPU Intern will develop an action plan for the school using the Action Plan: Elements of Collaboration form, which will encompass the following areas, related to the six elements of collaboration.


Task? The HPU Intern is responsible for identifying and explaining a process to be used by the school to improve collaboration.

Who is Responsible? Identify the stakeholders who will have a role in carrying out the task.

Completion Date? The HPU Intern will determine a reasonable date for completion.

4) Summary /Reflection
The HPU Intern will write and submit a summary/reflection reporting the findings of the project. The summary/reflection should be a minimum of 1000 words, 12 pt. font double-spaced. The summary/reflection should include:

- A short profile of the school (demographics)
- Information the student has learned about collaboration in general and in the individual school setting
- Key information from the interviews
- Key information from the analysis of the School Improvement Plan
- A detailed explanation of one element from the Action Plan: Elements of Collaboration should be provided. The explanation should go into depth regarding the choice of the improvement, task, person responsible, and date of completion.
- A reflection on the impact the project has had on his/her professional growth and development as related to professional goals.
APPENDIX A.

Clinical Field Experiences Contract

All students enrolled in School of Education clinical field experiences are required to adhere to the following guidelines at all times. You will be asked to sign below for each field experience indicating that you have read and understand these guidelines.

1. Teacher education candidates enrolled in clinical field experiences are expected to maintain their regularly scheduled time each week unless extenuating circumstances exist. When unforeseen events do occur, it is the responsibility of the candidate to notify the cooperating teacher as soon as possible. Candidates are persistently altering their agreed upon schedule will receive grade deductions for the practicum as determined by the course instructor.

2. Report to my scheduled placement on-time the first day and every assigned day thereafter. On-time means physically being in the assigned classroom before the scheduled start time. Every school requires visitors to sign-in in the office and wear identification. Parking can also be limited at school locations. Arrive in plenty of time to find legal parking, follow established sign-in procedures, and be in your classroom location by the assigned time.

3. The candidate and teacher may wish to exchange contact information. If the candidate is sick or has a family emergency, the candidate is responsible for contacting the teacher in advance. (The instructor should also be notified via email).

4. The candidate is responsible for his/her own transportation to/from the school site. Candidates are encouraged to carpool. (If carpooling, candidates should request the same school, day, and time).

5. Candidates are responsible for dressing in professional attire at all times during this practical experience. This includes no jeans or shorts, no low cut shirts, no skirts showing knees and no flip-flops. Candidates placed in physical education classes should discuss appropriate attire with the cooperating teacher in terms of professional dress for the physical education classroom.

6. Candidates are never to exchange personal information with students. This includes phone numbers, email addresses, or connections through social networks including Facebook and Twitter.

7. Candidates must submit the evaluation form from the cooperating teacher by the date identified on the course syllabus.

8. Candidates are expected to behave in a professional manner at all times. This includes dress, absence of texting/phone use while in the school, and appropriate interactions with
students. Reports of inappropriate behavior may result in immediate withdrawal/failure of this course.

9. As indicated in the High Point University Teacher Education Handbook, “Please note that effective fall 2010, it is possible that a criminal background check will be requested of first and second year students who are observing in a public school classroom.” (p. 19.) (Candidates will be required to submit criminal background checks prior to being admitted to Teacher Education as well as prior to student teaching.)

10. Any candidate who has had a criminal infraction (including pending), other than a minor traffic violation, must notify the instructor, in writing, prior to starting the practical experience. If criminal infractions are initiated during the semester, the candidate must notify the instructor, in writing, before returning to the schools. This information will be shared with the Dean of the School of Education for determination of appropriate actions.

11. I, as the teacher education candidate, have been given a copy of the High Point University Code of Professional and Ethical Behaviors. I understand I must adhere to these guidelines at all times. In addition, I have been given a copy of the evaluation form that lists the behaviors on which I will be rated by the cooperating teacher.

12. I have had the opportunity to ask questions related to the expectations of this experience. I understand I can contact the instructor if questions arise during this opportunity.

Student’s Name (Print): ________________________________

Student Signature: ___________________________ Date: ______________
All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system.

(Adopted from the Code of Ethics for North Carolina Educators approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.
4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
5. Never misrepresenting one’s professional qualifications.
6. Conforming to university and school policies regarding standards of behavior.
7. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. This includes refraining from texting and discussions on social networking websites and emails.
8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one’s own personal beliefs on others.
9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.
10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. Visible body piercing and tattoos may be unacceptable depending upon local school policies. Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.
11. Avoiding all partiality and favoritism toward students.
12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.

13. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.

14. Refraining from using social networking sites [such as Facebook, Twitter, Myspace and others] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.

15. Showing good common sense in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.

16. All initial and advanced students enrolled in the teacher education program are expected to be familiar with the Code of Ethics for North Carolina Educators adopted by the North Carolina State Board of Education in March, 2002.
# APPENDIX C.
## CANDIDATE PERFORMANCE IN THE FIELD

<table>
<thead>
<tr>
<th>Accomplished (3 points)</th>
<th>Proficient (2 points)</th>
<th>Emerging (1 point)</th>
<th>Not Yet/Never</th>
<th>Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exhibits professionalism in attitudes, behavior, and dress and attendance</td>
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<td>2. Demonstrates enthusiasm and initiative</td>
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<td>3. Interacts positively with students, colleagues, and school personnel</td>
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<td>4. Demonstrates adequate knowledge of technology</td>
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<td>5. Demonstrates adequate knowledge of content and effectively fulfills instructional responsibilities</td>
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<td>6. Displays responsibility, dependability, promptness, and organization</td>
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<td>7. Is sensitive to individual student needs and differences</td>
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<td>8. Demonstrates appropriate oral and written language skills; uses Standard English</td>
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<td>9. Uses good judgment and self-control</td>
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<td>10. Is a willing learner; accepts suggestions and feedback positively</td>
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<td>TOTAL</td>
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</table>
| (Accomplished: 27-30; 
| Proficient: 20-26;  |
| Emerging: 19 or below) |

Signature of Cooperating Teacher: ________________________________  Date: ____________________

Signature of Student Intern: ________________________________  Date: ____________________
# Appendix D.
## CANDIDATE FIELD EXPERIENCE FEEDBACK

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Major:</th>
</tr>
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<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td></td>
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<tr>
<td>School:</td>
<td>Grade Level:</td>
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<tr>
<td>Date:</td>
<td>Course:</td>
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<td></td>
<td>_____ Mid-term</td>
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<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard</th>
<th>Comments</th>
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<tr>
<td></td>
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<td>11. My cooperating teacher made me feel welcome and accepted.</td>
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<td>12. Pertinent school information was made available to me (handbooks, daily schedules, curriculum guides, etc.).</td>
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<td>13. My cooperating teacher gave me clear directions about what I was expected to do each time I came.</td>
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<td>14. I was allowed to become fully involved with students quickly and frequently.</td>
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<td>15. My cooperating teacher was flexible in allowing me to try out my own ideas.</td>
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<td>16. I received positive feedback, as well as constructive criticism.</td>
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<td>17. My cooperating teacher modeled a variety of instructional strategies for me to observe.</td>
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<td></td>
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<td>18. My cooperating teacher’s classroom management skills were very effective.</td>
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</tbody>
</table>
19. My cooperating teacher interacted in a professional manner with students, parents and co-workers.

20. This practicum was an enjoyable experience that helped affirm my decision to pursue a teaching career.

Signature of Course Instructor: ____________________________ Date: ____________________________
Signature of Student Intern: _______________________________ Date: ____________________________