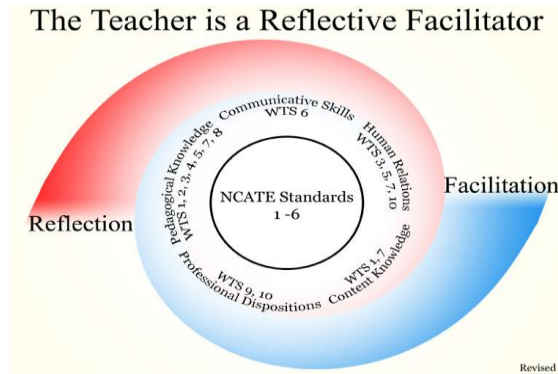


University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool



Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

EDUINDP 441 Directed Teaching B: Preschool Directed Teaching (3 credits)

Prerequisite: Admission to Professional Ed and Early Childhood Education Program

Format: 150 hours of student teaching with children ages 3-5 years old (at least 10 hours per week during at least 15 weeks.

Text: The University supervisor reserves the right to have students access all previous textbooks related to the knowledge and skills in early childhood and special education.

Additional Resources:

Wisconsin Department of Public Instruction: <http://www.dpi.state.wi.us/dpi/dlsea/een/eligild.html>

Reauthorization of the Individuals with Disabilities Education Act, H.R. 1350: <http://thomas.loc.gov/cgi-bin/query/z?c108:H.R.1350:<<update-043003.doc>

Wisconsin Model Early Childhood Standards:

http://www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf

Contact Information of University Supervisor:

University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool

Listed below are the **minimum** requirements for Directed Teaching B in Community Preschool. The student teacher must demonstrate competencies in knowledge, skills, and dispositions according to the relevant professional standards:

Wisconsin Standards for [Teacher Development and Licensure](#)

Council for Exceptional Children [Special Education Teachers of Early Childhood Students CEC/EC Standards](#)

National Association for the Education of Young Children [NAEYC Standards at the Initial Licensure Level](#)

The cooperating teacher, university supervisor, and the student teacher use the Evaluation of Student Teaching to assess the level of proficiency the candidate demonstrates in each area at the mid-point and again at the end of each student teaching assignment. The evaluation form is available on D2L. The student teacher engages in activities as outlined below to satisfactorily complete this student teaching placement. The student teacher and cooperating teacher must discuss any adaptations with the university supervisor at the beginning of the semester and familiarize themselves with the syllabus and requirements for student teaching. Thank you very much for your commitment to excellence in teacher preparation.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies. Please refer to the [Undergraduate Catalog](#) for legal issues listed in the most recent catalog. Refer to the [Student Handbook](#) for University policies.

Responsibilities of the Student Teacher: Professionalism (See Professionalism pledge in ECE Handbook)

1. Be an active and responsive team member by supporting program personnel, contributing to the goals of the program, and participating in program activities.
2. Demonstrate consideration and professionalism with learners, peers, other professionals, and families.
3. Develop and collect materials to use in instructional activities using a variety of resources.
4. Seek and incorporate feedback from the cooperating teacher and university supervisor.
5. Complete assignments as outlined below (or discuss adaptations as appropriate).
6. Inform the cooperating teacher and university supervisor in case of an absence.
7. Share the syllabus and evaluation form with the cooperating teacher.
8. Review the ECE handbook [Early Childhood Education Program Handbook](#) to become familiar with all other generally expected requirements.

Responsibilities of the Cooperating Teacher:

1. Provide an orientation to the program and classroom and meet with the student teacher prior to beginning the placement.
2. Review the evaluation form early on and set goals for development.
3. Include the student teacher as part of the teaching team.
4. Provide feedback to the student teacher on a daily and weekly basis, including both positive comments and areas to be improved (things to think about).
5. Acknowledge the student teacher's ideas and perspectives.
6. Act as a resource person to the student teacher.
7. Enable the student teacher to act as a lead teacher.
8. Complete the evaluation form half-way and at the end of student teaching.
9. Write a letter of reference at the end of the experience.

University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool

10. For additional information about student teaching responsibilities, please review the ECE handbook [Early Childhood Education Program Handbook](#) and go to General Expectations of Directed Teaching Experiences.

Responsibilities of the University Supervisor:

1. Schedule two observations (can be one visit and one observation) with adequate notice to the student teacher.
2. Act as a sounding board for the student with respect to ideas and concerns.
3. Serve as a resource person.
4. Assist the student teacher to place into perspective the circumstances and events, which are observed in the center or school.
5. Mediate discussion between the student teacher and cooperating teacher if conflict arises.
6. Track the progress of the student teacher, providing written and verbal feedback.
7. Score the student teacher's artifact components completed during student teaching to be included in the phase 4 portfolio.
8. Write a letter of reference upon the student teacher's completion of the placement and provide the letter after FERPA requirements have been met.

Grading: Preschool Directed Teaching is graded. Criteria for grades are as follows. Your Cooperating Teacher will collaborate regarding the grade, and your University Supervisor will be responsible for awarding the grade.

A	All required components completed in a timely manner, and to criteria as judged by University Supervisor and Cooperating Teacher A score of 3 or better on at least 75% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). High level of professional performance as described in this syllabus and the ECE Professionalism Pledge. Few, if any, reminders needed, and responses to reminders are quick and positive.
B	All required components completed and to criteria as judged by University Supervisor and Cooperating Teacher. Some revisions needed. A score of 3 or better on at least 50% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). Some reminders needed regarding professional performance. Responses to feedback generally good.
C	Some required components late, and/or of a quality less than expected. A score of 3 or better on less than 50% of the scored items on the Clinical Experiences Evaluation Form (final evaluation). Several reminders regarding Professionalism. Responses to feedback defensive, and/or inadequate.
D	No D scores will be given
F	Student is asked to withdraw from the placement at the request of the Cooperating Teacher or University Supervisor (see ECE handbook for policy on withdrawal from student teaching).

University of Wisconsin-Whitewater
 Early Childhood Education
 Directed Teaching B: Community Preschool

Directed Teaching B: Preschool *(explanations follow chart)*

Learning Experience	Notes
Complete a "me book".	
Write a letter of introduction to families.	
Maintain a sequenced composite of all lesson plans.	
Bring in 10 DAP books a week.	
Create five file folder or group games.	
Lead large group at least eight times.	
Plan small group activities.	
Plan two snack activities.	
Develop one interactive bulletin board.	
Develop 10 story extending activities.	
Participate in at least one family conference.	
Attend an IEP meeting if applicable.	
Conduct an educational assessment for one learner.	
Use effective, appropriate, positive child guidance strategies.	
For at least two weeks*:	
-facilitate planning and writing of all lesson plans for children with special consideration of differentiating for children with special needs.	
-select materials, intervention strategies and curriculum.	
-collaborate with other team members.	
-self-evaluate the effectiveness of ability to make changes as needed	
Maintain a narrative and self-assessment journal following the guidelines of your university supervisor (via email).	
Meet with the cooperating teacher at least weekly to receive feedback.	
Attend professional development opportunities available.	

University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool

*During the two lead weeks, create activities for the following areas of interest in relation to an ongoing theme or topic (if applicable):

Science	Woodworking (if available)
Sensory table	Socio-dramatic play
Block area	Creative art
Math manipulatives	Language arts
Library	Movement

Guidelines for completing individual activities

- ❑ For the first week, complete a “me book” or poster for your setting. The “Me Book” or poster with information that would be of interest to the children you will be working with. The “Me Book” should be professionally done (not hand written) and available for children to look at on the first day of your placement. You must take into consideration the age of the children you will be working with when developing this book or poster. Check with your Cooperating Teacher and your University Supervisor if you have questions. Ask the cooperating teacher how children should address you (e.g. Ms. Johnson or Ms. Jill.) and use that term in “me book” and your letter.
- ❑ For the first week, write a letter to the families of the children in your class introducing yourself. The letter should be written in family-friendly style, and it should be free of typographical, spelling, and grammatical errors. It’s OK to add graphics but be sure that you check with your Cooperating Teacher regarding the appearance of the letter.
- ❑ Maintain a sequenced description of the routines, weekly schedules, activities, themes (if used). Highlight those activities for which you have primary responsibility. (i.e. a sequenced composite of all lesson plans.). This should be available for your University Supervisor to view on scheduled visits. Many students keep these lessons in a three-ring binder.
- ❑ Send your University Supervisor initial lesson plans (2) weekly for feedback. Use the format in the ECE Handbook. Your university supervisor will give you feedback. When in her judgment, your plans meet criteria, you may use the format used by the professionals at your placement site. **Also, send your University supervisor detailed lesson plans at least 24 hours before a scheduled visit. During your lead weeks, a weekly matrix will be completed (including routines and scheduled activities and learning goals).**

These lesson/activity plans are helpful in demonstrating

- Your thinking process as you design lessons
- How you plan appropriate activities
- How you collaborate with families to incorporate their resources into your teaching,
- What instructional strategies and approaches you use that provide children with many opportunities to practice developmentally appropriate skills and content knowledge.

University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool

Refer to the ECE Handbook for a lesson plan template. We want you to structure each plan in a way that best helps you prepare for the specific planning needs in your classroom. The components that are important in planning are outlined here:

- Title of activity/lesson/project and brief description
- Expected overall outcomes for children (linked to Wisconsin Early Learning Standards - health and physical development, social and emotional development, language development and communication, approaches to learning, and cognition and general knowledge)
- Individual children's learning objectives (based on students' IEP if applicable) that the lesson/activity is targeting, including behavioral criteria (to measure child progress)
- Environmental preparations
- Needed materials
- How you introduce the activity (including family and community resources used)
- The activity process/script (how do you transition into the activity, what do you do, say; what do children do, how do you respond?, how do you transition to the next activity?)
- How activity/lesson will conclude and how you help children transition to the next routine
- Any curriculum modifications (CM), embedded learning opportunities (ELO), and child-focused instructional strategies (CFIS) that are incorporated to help children participate more fully in this activity/lesson.
- Evaluations of how well the activity/lesson met the expected group and individual students' outcomes.

Submit sample lesson plans electronically to your University Supervisor for feedback. Send your lesson plans to your university supervisor one day (24 hours) prior to a scheduled visit. You may be asked to submit these plans either by email directly to your University Supervisor.

- ❑ Bring in at least 10 books each week. Each week that you are at the center you should bring in at least 10 developmentally appropriate books that the children can have access to throughout the day.
- ❑ Create at least five file folder games for children ages four and older (using manilla folders and pieces that are attached by velcro or envelopes works well). Laminate when possible.
- ❑ Lead large group time at least eight times during the semester, **before the two lead weeks** (include planned transitions to the next event or location). These experiences can include what your cooperating teacher already has planned for calendar, story, music and movement, etc.
- ❑ During your lead weeks complete the planning matrix for the classroom environment and send to University Supervisor the week before for review.
- ❑ Plan small group activities for at least two weeks – these can include working with students at learning centers.
- ❑ Plan two snack activities – food supplies should be provided by the center.
- ❑ Develop one interactive bulletin board – get students involved with numbers, letters, opposites, seasons – or whatever themes your cooperating teacher would like to include.

University of Wisconsin-Whitewater
Early Childhood Education
Directed Teaching B: Community Preschool

- ❑ Develop at least ten activities, which extend a story. On at least five separate occasions, bring in story telling or story extending activities (examples: flannel board, magnet board, use of pictures, songs, etc.). Be sure to make the materials available for the children to manipulate on their own.
- ❑ Participate in a least one family conference. This includes other opportunities to communicate with families of the children enrolled in the childcare. This might include doing a newsletter, greeting families, etc.
- ❑ Attend an IEP meeting(s) if applicable. If you are in a setting that serves preschoolers with disabilities, take advantage of any opportunities to attend IEP meetings, observe assessments, or visits from early interventionists.
- ❑ Conduct an educational assessment for one learner. This can be an informal assessment consisting of a systematic observation, a criterion referenced assessment, developmental checklist, developmental screening, etc.
- ❑ Use effective, appropriate, and positive child guidance strategies. Demonstrate your ability to manage a group of young children, using strategies that are age-appropriate and individually appropriate.
- ❑ Attend professional development opportunities available. Take advantages of any workshops, in-service training opportunities attended by others at your placement
- ❑ Meet with the cooperating teacher at least weekly to receive feedback. You and your Cooperating Teacher will be very busy. Schedule a time to meet every week to solicit feedback regarding your performance. Be open to honest feedback, and think about how you can continuously improve your teaching.
- ❑ Send a reflective journal entry to your university supervisor each week in which you respond to questions your university supervisor wants you to address. Initially, the following prompts will guide your writing:
 - What was the best part about this week? Highlight important accomplishments and growth opportunities.
 - Review what you did this week.
 - Explain what you plan to do next week.
 - Needed Changes: What would you change if you were to do certain weekly instructional sessions again?
 - Interactions and Collaboration: How did you feel about your interactions with the child(ren)? Why? How did you feel about your interactions with other professionals, family members and/or care givers? Why? How did you work as a partner with your cooperating teacher? Why?
 - Professional Goals: What areas or practices do you target for professional development and improvement?
 - Resources: What resources can you identify that will help you improve the targeted areas? What resources can your cooperating teacher or university supervisor assist you with?