

# University of Wisconsin-Whitewater Early Childhood Education Program Directed Teaching C and D

## **EDUINDP 461 DIRECTED TEACHING C: CONSULTATION IN EARLY CHILDHOOD (6 Credits)**

*This course provides the student with the opportunity to fully develop their practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in programs serving young children with disabilities. High quality inclusive programs are used (when possible). Supervision is provided by a Cooperating Teacher and a University Supervisor. Students plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance, collaborate with parents and professionals. Prereq: Restricted to Students with Admission to Directed Teaching and C/S or better in all prior Early Childhood Education classes.*

## **EDUINDP 462 DIRECTED TEACHING D: CHILDREN FIVE THROUGH EIGHT YEARS (6 Credits)**

*Students have the opportunity to fully develop, practice and reflect upon skills acquired through coursework and previous field experiences. Placed with an educator teaching at a kindergarten through third grade level, students plan and implement instruction for individuals and groups of children, adapt instruction for children with special needs, conduct assessments, evaluate student performance, collaborate with parents and professionals. Prereq: Restricted to Students with Admission to Directed Teaching and C/S or better in all prior Early Childhood Education classes.*

**Prerequisites:** Restricted to students with Admission to Directed Teaching and C/S or better in all prior Early Childhood Education classes.

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

### **Additional Resources:**

Early Childhood Education Program Handbook: <http://academics.uww.edu/coe/degrees/early/ECEHandbook/>  
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>

### **Contact Information of University Supervisor:**

[Provided by individual supervisors]

### **Course Objective:**

The student teacher will demonstrate competencies in knowledge, skills, and dispositions according to the following professional standards:

Wisconsin Teaching Standards - WTS <http://www.dpi.state.wi.us/dpi/dlsis/tel/stand10.html>

Council for Exceptional Children: Special Education Teachers of Early Childhood Students CEC/EC Stds. [http://www.cec.sped.org/AM/Template.cfm?Section=Ethics and Practice Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458)

National Association for the Education of Young Children - NAEYC Standards at the Initial Licensure Level <http://www.naeyc.org/faculty/college.asp#2001>

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## **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](#) and go to General Expectations of Directed Teaching Experiences 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.
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 four observations 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:**

The cooperating teacher, university supervisor, and the student teacher use the Evaluation of Directed Teaching form 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 Student Teacher maintains evidence-based instructional activities and products as outlined below to satisfactorily complete this directed 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 University guidelines included in the Early Childhood Student Teaching Handbook, see: D2L Directed Teaching Content (on-line). In the future, the handbook will be available on the College of Education/Early Childhood Program website.

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**University Policies:**

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 <http://www.uww.edu/registrar/catalogs.php> for legal issues listed in the catalog. Refer to <http://www.uww.edu/stdhdbk/> for University policies listed in the Student Handbook.

**Directed Teaching Requirements:**

Listed below are the minimum requirements that must be demonstrated throughout the semester. Some requirements can be completed in either one of the placements (Directed Teaching C or D). Others must be completed in each placement.

Requirements	Description	Notes
Professionalism	The student teacher will: <ul style="list-style-type: none"> <li>o Be an active and responsive team member by supporting program personnel, contributing to the goals of the program, and participating in program activities.</li> <li>o Demonstrate consideration and professionalism with learners, peers, other professionals and families.</li> <li>o Develop and collect materials to use in instructional activities.</li> <li>o Seek and incorporate feedback from the cooperating teacher and university supervisor.</li> <li>o Review the Early Childhood Education Program Handbook.</li> </ul>	Demonstrated in both placements
Develop a "Me Book" or poster	The student teacher will provide information that will be of interest to the children in the placement. The "Me Book" should be professionally done and available for children to look at on the first day of the student teacher's placement. The student teacher must take into consideration the age of the children she/he will be working with when developing this book or poster.	Completed in both placements
Write a letter of introduction to the families	The cooperating teacher can decide how to best distribute the information (either posting one letter in a conspicuous place or making copies to send home to families). A sample letter can be found in the handbook.	Completed in both placements
Send a reflective journal entry to the university supervisor each week	In the journal, the student first responds to questions listed below and individualized prompts as provided by the supervisor: <ul style="list-style-type: none"> <li>o What was the best part about this week? Highlight important accomplishments and growth opportunities.</li> <li>o List what you did this week.</li> <li>o List what you plan to do next week.</li> <li>o Needed Changes: What would you change if you were to do certain weekly instructional sessions again?</li> <li>o 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?</li> <li>o Professional Goals: What areas or practices do you target for professional development and improvement?</li> <li>o 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?</li> </ul>	Completed in both placements and guided by individual supervisors
Complete lesson plans throughout the semester compiled as a sequenced composite of plans	In both placements, the student will complete a series of lesson plans that are collected in a binder for review by the cooperating teacher and university supervisor. The lesson plan format in the ECE handbook or one that is similar must be followed. As progress in lesson planning is observed, the format may be	In both placements, send your university supervisor initial lesson plans for feedback. Detailed lesson plans need to be submitted

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Requirements	Description	Notes
	adapted as discussed with the cooperating teacher and university supervisor.	to the university supervisor 24 hours before a visit.
Discuss with the cooperating teacher how to take on increasingly independent responsibilities	During the first week of the placement, the student teacher will discuss with the cooperating teacher how to take on increasingly complex leadership responsibilities within the educational team. It may be helpful for student teacher and cooperating teacher to create a list of increasing responsibilities and requirements as a reference throughout the placement.	Done in both placements
Meet with the cooperating teacher at least weekly to receive feedback	Because the student teacher and cooperating teacher will be very busy, it is imperative to schedule a time to meet every week to solicit feedback regarding the student's performance. The student must be open to honest feedback and think about how to continuously improve instructional strategies.	Done in both placements
Write a thumbnail sketch of each child (initially in first placement and adding new information in second placement)	The student teacher will write thumbnail sketches of all students for the next student teacher and the cooperating teacher including: <ul style="list-style-type: none"> <li>o Child's name and age:</li> <li>o Overall health assessment (based on daily observations)</li> <li>o Pre-academic and academic skills (based on review of formal and informal assessment):</li> <li>o Pre-academic and academic goals and learning objectives (based on curriculum and IEP)</li> <li>o Helpful curriculum modifications</li> <li>o Interaction skills (with peers and with adults)</li> </ul>	Done in both placements. Once a first thumbnail sketch is written for each child, each new student teacher will be able to use the existing sketches to add new information. Entering new information in a different color will help to see the changes as the semester progresses.
Be fully responsible for leading the classroom routine for a minimum of two weeks in collaboration with the team	This will include: <ul style="list-style-type: none"> <li>o developing and writing all lesson plans for classroom activities</li> <li>o selecting or developing appropriate materials and curriculum</li> <li>o maintaining effective classroom management (incl. developmentally appropriate practices)</li> <li>o assigning duties to other team members</li> <li>o providing team leadership as needed</li> <li>o evaluating the effectiveness of self performance and demonstrating the ability to make changes as needed</li> </ul>	Completed in both placements
Spend time in the next placement to meet new cooperating teacher and students	Before rotating to the next placement, it is helpful to spend some time in the new classroom. Cooperating teachers will be able to discuss how students can effectively facilitate transitions. Sharing thumbnail sketches and meeting with team members prior to the new placement are examples of transition facilitators.	In both placements
Attend professional development opportunities available	The school will provide students with information about in-service activities.	Throughout semester
Attend at least one family-school activity such as participating in a family conference, family meetings, and/or home visits	In your weekly reflection following the activity, report and reflect about pre-meeting, meeting, and post-meeting activities you participated in. In writing, reflect on what you and other professionals did to assure that positive collaboration and communication between all involved persons on the team were maintained throughout the process.	Throughout semester
Complete portfolio artifacts as stipulated by Reflective Seminar: Phase 4 requirements	Artifacts from this semester include (see details below): <ul style="list-style-type: none"> <li>o Complete Assessment and IEP</li> <li>o Three Unit Plans – two are included in portfolio from this semester of student teaching (ECSE, K, or Early Element.)</li> </ul>	Completed by portfolio due date in early December. One more unit plan is completed during the final

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Requirements	Description	Notes
	<p>and one is included from preschool student teaching.</p> <ul style="list-style-type: none"> <li>○ Functional Behavioral Assessment and Positive Behavioral Support Plan</li> </ul> <p>[Infant/Toddler artifact(s) as outlined in Phase Four portfolio syllabus]</p>	placement and may be included in a portfolio for a job application.

**These artifacts need to be completed in accordance with portfolio 4 requirements.**

Artifact Name	Assessment and IEP
<b>Rationale</b>	Each student must demonstrate knowledge and skills in completing a developmental/educational assessment of a child and developing an IEP based on the assessment (either initial or follow-up)
<b>Standards addressed</b>	<b>WTS/CEC 1, 2, 8, 9, 10      NAEYC 1, 2, 3, 4, 5</b>
<b>Specific description of the component</b>	Conduct an educational assessment for one learner. Based on the assessment results, develop a complete, comprehensive IEP for at least one learner, following the model available in the placement or an appropriate substitute.
<b>Performance Criteria</b>	<p>The supervisor will consider the following factors (also with feedback from the cooperating teacher):</p> <p><b>Assessment selection and completion</b> - How well is the educational assessment selected and completed in collaboration with the cooperating teacher and the child's family (WTS 8, 10)?</p> <p><b>Sharing assessment results</b> - How well are the written results of the assessment shared with all relevant persons using family-centered language (WTS 6, 8, 10)?</p> <p><b>IEP goal development</b> - How well are the assessment results used to develop functional goals and objectives to facilitate educational planning? (WTS 2, 3)</p> <p><b>Considerations of legal aspects of IEP development</b> - How well is the IEP written in collaboration with family members, educators, related services personnel, and school representatives? (WTS 1, 6, 9, 10)</p> <p><b>Collaboration skills</b> - How well was the student leading the IEP meeting in collaboration with the cooperating teacher? (WTS 6, 10)</p>
<b>This is an artifact for the portfolio section of:</b>	<b>Documenting &amp; Assessing</b>

Artifact Name	A unit plan in each of three placements (including Preschool, ECSE, Kindergarten, or Early Elementary). Two are from this semester.
<b>Rationale</b>	Planning and implementation of integrated unit plans are competencies that every student teacher must possess and demonstrate.
<b>Standards addressed</b>	<b>All ten WTS and all five NAEYC standards apply but only the following standards will be highlighted in the artifact: WTS/CEC 3, 4, 5, 7</b>
<b>Specific description of the component</b>	<p>Each unit plan must include initial (baseline) assessments, lesson plans, and documentation of child progress over time.</p> <p>Following are suggested activities that should be integrated into each unit plan:</p> <ul style="list-style-type: none"> <li>○ <b>Implementing a unit in math, science, or social studies</b> - or an integration of any of these subjects. General guidelines for the unit include: creating a unit which spans 1 to 2 weeks, integrating subject areas across one topic, including a variety of instructional experiences, such as children's literature, guest speakers, field trips (as a possible culminating activity.)</li> <li>○ <b>Choosing books (at least 5) for each unit.</b> For each unit that you develop, you should include at least 5 developmentally appropriate books that the children can have access to throughout the day – these can include chapter books for reading groups or silent reading time.</li> <li>○ <b>Leading reading groups</b> using techniques from emergent literacy, such as literature circles, discussion groups, individual and group work for the students.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ <b>Creating and changing bulletin boards</b> - this could be in conjunction with your unit or other lessons.</li> <li>○ <b>Documenting children’s progress</b> to be able to determine how well your lessons, activities, or instructional strategies facilitated learning of targeted skills. . Using activities-based matrixes will be helpful (e.g. Building Blocks Model)</li> <li>○ <b>Written reflections on how unit lesson plans were implemented.</b></li> </ul>
<b>Performance Criteria</b>	<p>The supervisor will consider the following factors (also with feedback from the cooperating teacher):</p> <p><b>Assessment</b>– how well has student demonstrated child progress over time? (WTS 7)</p> <p><b>Differentiated instruction</b> – how well has student implemented various instructional strategies to support children’s participation? (WTS 3,5)</p> <p><b>Lesson plans</b> – how detailed has student prepared lessons and reflected on outcomes? (WTS 4, 7)</p> <p><b>Outside resources and evidence-based practice</b> – how well has student incorporated family and community resources and used research to design instructional experiences for young children? (WTS 3)</p> <p><b>Transitions and environmental considerations</b> – how well has student facilitated transitions and implemented classroom management strategies? (WTS 5,7)</p> <p><b>Reflection</b>– how well has student used his/her reflective skills and focused on the process of the lessons and instructional activities? Are written reflections sufficiently long and detailed (should be long)? (WTS 7)</p>
<b>This is an artifact for the portfolio section of:</b>	<b>Teaching and Learning in Pre-K/K and/or Early Elementary Either two in Pre-K/K or one in each Pre-K/K and Early Elementary</b>

<b>Artifact Name</b>	<b>Functional Behavioral Assessment (FBA) and Positive Behavioral Support Plan (PBSP) or Behavior Intervention Plan (BIP)</b>
<b>Rationale</b>	During directed teaching, students are required to complete an FBA and PBSP or BIP.
<b>Standards addressed</b>	<b>WTS 1, 6, 8, 9, 10 NAEYC 2, 3, 4</b>
<b>Specific description of the component</b>	<p>During Directed Teaching C or D conduct a FBA for a child whose behavior(s) meets all the indicators that warrant an FBA. Based on the FBA, design a PBSP or BIP. Show the effectiveness of the plan through data collection as the plan is implemented.</p> <p>The artifact can be completed in any of the placements, or across both placements for one student. The FBA can be conducted collaboratively across student teachers. The FBA can focus on groups but must include a systematic observation (data) and a Positive Behavioral Support Plan.</p>
<b>Performance Criteria</b>	<p><b>Clarity of description/summary of data collected.</b> How well has the student summarized data collection on the targeted behavior and intervention plan (WTS 1, 6, 8)?</p> <p><b>Clarity of showing progress across time of intervention.</b> How clearly has the student described the results of the intervention/data analysis, showing progress across time (WTS 1, 6, 8)?</p> <p><b>Ability to collaborate with family members and other professionals.</b> How well was the student able to select data collection methods and intervention planning in collaboration with family members and other professionals (WTS 10)?</p> <p><b>Ability to reflect on outcomes of the positive behavior support/intervention plan.</b> How well has student provided a detailed reflection regarding what this project has taught about the implementation of positive behavior support plans for young children? Each team member should write an individual reflection that is detailed (WTS 9)?</p>
<b>This is an artifact for the portfolio section of:</b>	<b>Family &amp; Community Connections</b>

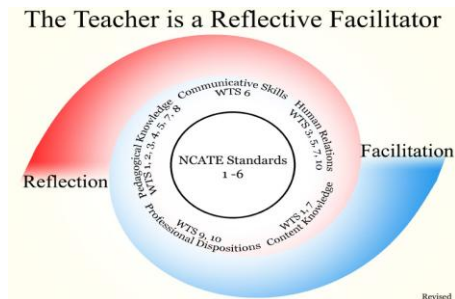
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The university supervisor will score the artifacts related to the listed proficiency indicators and score each artifact overall using the following scoring rubric:

Check	Score	Proficiency Level	Proficiency Criteria
<input type="checkbox"/>	4	Advanced, complete, and outstanding demonstration; exceeds level expected.	Artifact demonstrates exemplary knowledge and skills on multiple examples of the listed proficiency indicators related to the listed standards.
<input type="checkbox"/>	3	Proficient complete demonstration; at level expected.	Artifact demonstrates competent knowledge and skills on multiple examples of the listed proficiency indicators related to the listed standards.
<input type="checkbox"/>	2	Basic somewhat limited demonstration emerging toward level expected.	Artifact demonstrates developing knowledge and skills on multiple examples of the listed proficiency indicators related to the listed standards.
<input type="checkbox"/>	1	Minimal limited or inconsistent demonstration; inability to meet level of expectation.	Artifact demonstrates insufficient knowledge and skills on multiple examples of the listed proficiency indicators related to the listed standards.
<input type="checkbox"/>	0	Undocumented demonstration of competence.	Artifact does not provide demonstration of knowledge and skills on multiple examples of the listed proficiency indicators related to the listed standards.

Scoring artifacts as an integrated project in which the student teacher demonstrates knowledge and skills related to specific standards: If a student fails to meet one of the proficiency indicators as observed by the supervisor and cooperating teacher, the artifact will not be passed at a basic level, which equals a score of 2 or higher. This means that if a student receives a 3 for the artifact overall, s/he has to pass each of the standards-linked indicators at least at a basic level. For example, if a student does not sufficiently explain data collection procedures on a FBA and would only receive a 1 in that area, s/he will need to make improvements related to that indicator to pass the artifact satisfactorily.

See phase IV syllabus for further instructions on portfolio 4 completion requirements.



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.