

A GUIDE FOR THE EARLY LEVEL (PreK-4) METHODS BLOCK



Education Program's website:

<http://websites.pdesas.org/UPBTeacherED/default.aspx>

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Mission Statement of the Early Level (PreK-4) Education Program

The University of Pittsburgh at Bradford is dedicated to the education of students in a world of rapid political, economic, scientific, and cultural change. The Education Program seeks to graduate Early Level (PreK-4) teachers who have sound pedagogical and content knowledge, as well as a firm understanding of theory and practice in education that prepare them to become innovative facilitators of learning.

The Education Program accomplishes this by:

- ✓ helping students acquire computation, communication, information-gathering, and critical thinking skills.
- ✓ requiring education students to follow the same curriculum as others. This ensures the knowledge base to be equivalent in quality.
- ✓ promoting interaction between students, faculty, and master teachers from area school districts.
- ✓ providing field based experiences through the entire education curriculum.

The University of Pittsburgh at Bradford provides program completers with a foundation for lives that are both professionally fruitful and personally satisfying.



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Goals of the Methods Block Placement



To provide the student with opportunities to observe and practice effective methods of instruction.



To provide the student with supervised experiences in planning lessons, experimenting with advanced technology, and evaluating learners' progress.



To provide the student with planned experiences in analyzing his/her own teaching performances and using feedback from others to enhance and refine his/her teaching skills.



To encourage students to complete the blocks as designed to maximize the learning sequence:

- **Mini-Block A (Spring)**

- EDUC 1309 Differentiated Reading Instruction and Intervention (PreK-4)

- EDUC 1312 Language Development and Early Literacy Foundations (PreK-1)

- EDUC 1318 Early Math Foundations (PreK-1)

- EDUC 1320 Art Music and Movement Methods (PreK-4)

- **Mini-Block B (Fall)**

- EDUC 1322 Social Studies Methods (PreK-4)

- EDUC 1324 Math Methods for Primary (2-4)

- EDUC 1327 Science Methods (PreK-4)

- EDUC 1332 Literacy Foundations for Primary Grades (2-4)

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Requirements for Students

There are two methods blocks. Mini-block A is offered during the spring semester, and mini-block B is in the fall. Students can begin with either block. Each block has a seventy-five hour field component and the placement will be arranged for the students. During the 2 week field placement, students will be expected to be present for the entire school day, 5 days per week for that 2 week period and will participate in all teacher duties allowed by the cooperating teacher. One placement must be in grades PreK-1 and the other in grades 2-4. Students will be partnered with a classmate.

Students should not be enrolled in any courses but those included in the block with the exception of EDUC 1301 Instructional Technology and EDUC 1451 Capstone: Motivating and Engaging Young Children. If students must enroll in other courses during this time, the courses must be offered at a time or in a format that will not interfere with this field placement. ***Students will not be excused from the placement to attend other courses!*** During the field component of the methods block, students will not meet for the methods or other EDUC courses offered during regular school hours.

Students will receive a grade for each methods course offered in the block as well as a pass/fail grade for the field placement. The field placement grade will be determined jointly by the instructors of the methods block. If it is determined that a student did not pass the field placement, the 2 week placement must be repeated before the student will be permitted to continue with the next methods block or student teaching.

Students are expected to dress professionally and conservatively without showing skin, tattoos, or facial piercings. An Education Program name badge must be worn at all times.

Any absence must be cleared by Dr. Donna Dombek. Make-up hours may be required.



Communication

Contact the cooperating teacher two (2) weeks prior to the placement.



Classroom Management Menu

Complete required items from the Classroom Management Menu. A minimum of 25 points is required.

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Requirements for Elementary Methods Block Instructors

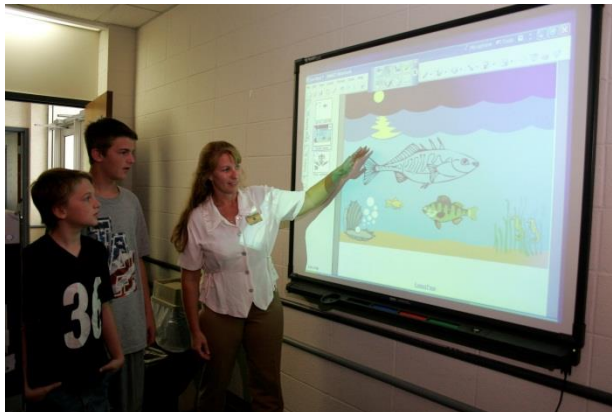
All assignments for the methods courses in each block must be tailored so that the students can complete all requirements in the placement.

Methods instructors will coordinate with each other so that each set of students will be observed at least once in the placement. For example, if there are twenty students in a methods block and there are five instructors, each instructor will observe four students.

For those methods instructors who are teaching full-time, students may be required to videotape a pre-determined number of lessons for self-reflection and for viewing by the instructor.

At the end of the semester, the methods instructors will meet to give an overall pass/fail grade to each methods block student for the field component of the courses. If the student fails the field placement, it will be repeated.

Instructors must have a statement in their syllabi that clearly outlines the field placement and the expectations of the course and the placement.



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Course Specific Requirements

EDUC 1309 Differentiated Reading Instruction and Intervention (PreK-4)

Through data-driven decision making, identify student(s) who would benefit from additional instruction or enriching instruction. Using the tutoring lesson guidelines, plan and implement intervention or enrichment mini-lessons that would be conducted on a daily basis during the field block placement.

EDUC 1312 Language Development and Early Literacy Foundations (PreK-1)

Lessons Taught in the Field: Develop and teach 2 reading/language arts lessons during the field block experience. The lesson plans must be approved and initialed by the cooperating teacher before teaching. The Pitt-Bradford lesson plan format is required. The grade for each teaching experience will be based on the Pitt-Bradford lesson plan rubric and your reflections. One lesson taught in the field will be evaluated by a methods instructor.

Observation Checklists: Using forms provided by the instructor, record your observations throughout each day of your experience in the field focusing on literacy instruction, classroom environment, and interactions. Note any comparisons to our text readings or weekly classroom discussions.

Summative Paper: After review and analysis of your observations, write a two page reflection paper focusing on your experience as it relates to best practice and connections with recent early learning research.

EDUC 1318 Early Math Foundations (PreK-1)

2 Mathematics Lessons: Write and teach 2 mathematics lessons during the field block experience. The lesson plans must be approved and initialed by the cooperating teacher before teaching. The Pitt-Bradford lesson plan format is required. The grade for each teaching experience will be based on the Pitt-Bradford lesson plan rubric and your reflection.

Mathematics Comparison/Focus Paper: Addressing certain topics covered in class; compare the field block classroom mathematics program to current research, focusing on specific concepts developed in the course text and class discussions.

Summative Paper: Addressing topics provided by the instructor, highlight insights gained during the field block experience that relate to mathematics instruction. Experiences learned in the field must be related to the course text and class discussions.

EDUC 1320 Art, Music, and Movement Methods (PreK-4)

Art Class AND Music Class Observations: Attend and actively observe one art session AND one music session with your assigned elementary class. Observation forms will be given to students by the course instructor prior to field block.

Teach 1 Art/Music Lesson: Teach at least 1 cross-curricular lesson, in which drama, crafting/visual art, poetry, or music is integrated. Prepare a Pitt-Bradford Lesson Plan and complete a 2-page reflection paper summarizing the teaching experience with self-analysis of teaching performance. This lesson may be observed by a methods instructor.

2 Lesson Analyses of In-Field Experiences: Observe 2 lessons taught by your partner or cooperating teacher in any subject. Using the questionnaire given to you, evaluate the lessons pertaining to the application of art in teaching, MI Theory, and Learning Styles.

Summative Paper: Write a summative paper describing the application of art and music in teaching, giving examples from the field block experience. The instructor will provide the required form.

EDUC 1322 Social Studies Methods (PreK-4)

2 Social Studies Lessons: Write and teach a total of 2 social studies lessons. Both lesson plans, using the required Pitt-Bradford format, must be approved and initialed by the cooperating teacher *before* teaching. A reflection must be written for each. The grade for each teaching experience will be based on an evaluation of the lesson plans and reflections. Each reflection must include specific information as described in the syllabus.

Summative Paper: Write an analysis of the various social studies topics observed during the field experience. Address questions provided by the instructor and cite examples to support comments. Highlight observed critical thinking skills.

EDUC 1324 Math Methods for Primary (2-4)

2 Mathematics Lessons: Write and teach 2 mathematics lessons during the field block. The lesson plans, using the required Pitt-Bradford format, must be approved and initialed by the cooperating teacher before teaching. The grade for each teaching experience will be based on the lesson plan rubric and your reflection.

Mathematics Comparison/Focus Paper: Addressing certain topics covered in class, compare the field block classroom's mathematics program to current research, focusing on specific concepts developed in the course text and class discussions.

Summative Paper: Addressing topics provided by the instructor, highlight insights gained during the field block that relate to mathematics instruction. Experiences learned in the field must be related to the course text and class discussions.

EDUC 1327 Science Methods (PreK-4)

Science Assessment: Design a science formative assessment tool (rubric, checklist, teacher-made test) to collect data following instruction. Enter scores in the teacher's grade book. Decide data-driven recommendations for follow-up instruction. Submit a copy of the assessment, the students' grades, and a written analysis of the scores, including suggested plan for further instruction which meets the needs of students.

2 Science Lessons: Write and teach 2 science lessons during the field block. Lessons, using the required Pitt-Bradford format, must be approved and initialed by the cooperating teacher before teaching. A reflection must be written for each. The grade for each teaching experience will be based on an evaluation of the lesson plans and reflections. Each reflection must include specific information as described in the syllabus.

Summative Paper: Write a summative paper describing science instruction observed during the field placement. See the course syllabus for specific requirements.

EDUC 1332 Literacy Foundations for Primary (2-4)

Observation Checklists: Using forms provided by the instructor, evaluate comprehension and vocabulary instruction in your placement making connections to our text readings and weekly classroom discussions. Methods students will analyze a student's writing using guidelines in the *Writer's Workshop* by Ralph Fletcher.

Lessons Taught in the Field: Develop, teach and reflect on 2 reading/language arts lessons during the field block. The lesson plans, using the required Pitt-Bradford format, must be approved by the cooperating teacher before teaching. The grade for each teaching experience will be based on the lesson plan rubric and quality reflections. One of the lessons taught will be evaluated by a methods instructor.

Procedures for Turning in Field Block Work

Students: (and cooperating teachers from public schools)

All general forms are due the Monday after Field Block.

Turn the following forms (stapled or in an envelope) in to Jody Randolph at 152 Hall:

1. Classroom Management Menu
2. Cooperating Teacher's Observation of Lesson
3. Cooperating Teacher's Recommendation for Passing Field Block
4. Disposition Inventory and Field Experience Evaluation may be sent to directly to Jody from teachers.

Exception: If a cooperating teacher feels that the student should *repeat* the experience, the teacher should notify the *supervisor* via email or phone call.

Also, the cooperating teacher should review the *observation and final recommendation* with the student during Field Block.

Supervisors:

Supervisors will also turn in their typed *Supervising Observation Form* on the Monday after Field Block, or as soon as they are able during that following week.

Turn the supervising/lesson observation form in to Jody Randolph at 152 Swarts Hall or via email.

Supervisors should review the lesson *observation* with the student during Field Block, preferably directly after the lesson.

It is understood that if a supervisor wishes to review students' observations or other forms, they are free to do so. Students, however, have no right to view peers' forms.

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