

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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Table of Contents

Mission Statement	3
Goals of the Methods Block	4
Requirements for Students	5
Requirements for Methods Instructors	6
Course Specific Requirements	7
EDUC 1309 Differentiated Reading Instruction and Intervention (PreK-4)	7
EDUC 1312 Language Development and Early Literacy Foundations (PreK-1)	7
EDUC 1318 Early Math Foundations (PreK-1)	8
EDUC 1320 Art, Music & Movement Methods (PreK-4)	8
EDUC 1322 Social Studies Methods (PreK-4)	8
EDUC 1324 Math Methods for Primary (2-4)	9
EDUC 1327 Science Methods (PreK-4)	9
EDUC 1332 Literacy Foundations for Primary (2-4)	9
Procedures for Turning in Field Block Work	10
Lesson Plan Template	11
Lesson Planning Rubric	13
Professional Dispositions Inventory	15
Unsatisfactory Performance	17



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

The University of Pittsburgh at Bradford is a student-focused and inclusive educational community 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 (PK-4) teachers who have sound pedagogical and content knowledge, and who demonstrate competencies in theory and practice in education that prepare them to become responsible and productive citizens of a globally connected and sustainable world who value and embrace diverse perspectives and are innovative facilitators of learning in a diverse world.

The Education Program accomplishes this by:

- ✓ helping students acquire communication, information-gathering, critical thinking skills and technological proficiency.
- ✓ requiring education students to follow Pitt-Bradford's General Education curriculum requirements, the same requirement for all majors. This ensures every student graduates with an appreciation and understanding of the many other fields of study that affect our understanding of the human experience.
- ✓ promoting collaboration among classmates, faculty and master teachers and administrators in area school districts.
- ✓ providing cross-curricular collaboration within our program and with area school districts.
- ✓ providing field based experiences through the entire education curriculum.
- ✓ designing culturally affirming, relevant and sustaining learning experiences that will foster real world experiences.
- ✓ demonstrating the code of ethics required of educators.

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

Mission Statement Updated February 2023



[Back to Table of Contents](#)

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 their own teaching performances and using feedback from others to enhance and refine their 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)

[Back to Table of Contents](#)

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. Patricia Lanzon. 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.

[Back to Table of Contents](#)

Requirements for Early Level 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. Assignments should be designed for the students to implement research-based instructional strategies.

A methods instructor will observe the students at least once during their placement. The methods instructor who observes the students will be determined based on availability. For those methods instructors who are teaching full-time, students may be required to record by video a pre-determined number of lessons or instructional strategies for self-reflection and for viewing by their methods 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.



[Back to Table of Contents](#)

Course Specific Requirements

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

Intensive Intervention Activities: The field experience student will choose 2 Intensive Intervention Strategies and practice their ability to implement reading/writing assessment tools with an individual student or with a small group of elementary students.

Reading/Writing Strategies and Literacy Components Lesson Plan Presentation: The field placement student will design and implement a 45-minute creative lesson plan using the Pitt-Bradford lesson plan template. The lesson plan will be planned conjointly with your cooperating teacher and Dr. Lanzon based on improving students' reading and writing skills. The field experience student may create the lesson plan for any content area as long as the lesson plan focuses on the implementation of reading and writing strategies and interventions. The field experience student will need to identify the reading/writing strategies and interventions they implemented during the lesson plan as well as the literacy components their lesson plan focused on.

Differentiated Reading Instruction Observation Summary: The field experience student will document and reflect on the reading and writing interventions (as well as assessment, feedback, visuals used, scaffolding, questions, lesson modifications, organizers, etc.) demonstrated by their cooperating teacher. They will This field record will be used to support the field experience student's class discussion and final class presentation.

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

Reading and Writing Instructional Strategies Implementation: Students will choose 2 reading and 2 writing instructional strategies for a total of four strategies. Individually the student will implement the instructional strategies with a small group. Each of the following areas will be addressed within the four instructional strategies the student demonstrates: phonology, comprehension, vocabulary, fluency, and writing. The field placement student will reflect on their implementation and the small group learning that occurred. It is suggested the field experience student videotape their teaching.

Reading/Writing Strategies and Literacy Components Lesson Plan Presentation: The field placement student will design and implement a 45-minute creative lesson plan using the Pitt-Bradford lesson plan template. The lesson plan will be planned conjointly with your cooperating teacher and Dr. Lanzon based on improving students' reading and writing skills. You may create the lesson plan for any content area as long as the goal of the lesson plan is to improve young children's reading and writing skills. You will need to identify the reading/writing strategies you are implementing during your lesson plan as well as the literacy components you are teaching.

Journal Assignments: Field experience students will reflect on their field block observations and experiences when answering four reflective journal questions.

Classroom Observation Record: The field experience student will document and reflect on the reading and writing strategies (as well as feedback, assessment, etc.) demonstrated by their cooperating teacher. This field record will be used to support the field experience student's class discussion and final class presentation.

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)

Summative Paper: Write a 4-5 page summative paper describing the application of art, music, and movement you observed during your field block experience.

Teach Lessons: Teach a cross-curricular lesson, in which drama, crafting/visual art, poetry, or music is integrated. Prepare a Pitt-Bradford Lesson Plan and include reflections/self-analysis of teaching performance.

Observations of Special Classes: Visit and observe an art class, a music class, and a physical education class. Include your observations in your summative paper.

Artwork Analysis: Observe children's artwork displayed throughout the school. Using the information that has been presented in class, analyze the samples in a 3-page paper.

Creativity Collection: Create a list of 20 examples of creativity you observed during your field experience. Submit this list along with a short overview of what you observed.

EDUC 1322 Social Studies Methods (PreK-4)

1 Social Studies Lesson: Write, implement, and reflect on a social studies lesson during the field block experience. Lesson plan must be approved by your cooperating teacher prior to teaching it. The Pitt-Bradford lesson plan format is required.

Story, Poem, or Current Event: Read or share a story, poem, or current event that directly relates to one of the four areas of social studies (civics, economics, history, or geography) and create a follow through activity. An example might be to do something with Veteran's Day, the election, etc.

Social Studies Observations: Take a look around the elementary school where you are assigned. Look very closely. Is social studies being taught indirectly? (Remember that social studies includes: economics, civics, history, and geography.) Write a 1-page paper sharing your decision. Include details to support your decision.

EDUC 1324 Math Methods for Primary (2-4)

2 Math Lessons: Create, teach, and reflect on two math lessons during the field block experience. Lesson plans must be approved by your cooperating teacher prior to teaching. The Pitt-Bradford lesson plan format is required.

Mathematics Instruction Comparison/ Focus Paper: Observe and document math instruction during the field block experience. Note distinctions comparing classroom instruction to the topics of manipulatives, literature, technology, and writing done during math class.

Summative Paper (Mathematics Instruction): Addressing topics provided by the instructor, students will highlight insights gained during the field block experience that relate to mathematics instruction. Field experiences learned in the field must be related to the course text and class discussions.

EDUC 1327 Science Methods (PreK-4)

1 Science Lesson: Write, implement, and reflect on a science lesson during the field block experience. Lesson plan must be approved by your cooperating teacher prior to teaching it. The Pitt-Bradford lesson plan format is required.

Science Assessment: Create an assessment to monitor student learning. You may create a traditional assessment or use an online resource such as Quizlet, Kahoot, etc. More information on this will be provided.

1 Summative Paper: Write an analysis of your experiences while participating in the Field Block. This should be 3 to 5-pages in length. You may use any of the guidelines/questions that were previously distributed to you. You may blend any of the subject areas.

EDUC 1332 Literacy Foundations for Primary (2-4)

Reading and Writing Instructional Strategies: Students will choose 3 reading and 3 writing instructional strategies for a total of six strategies. They will demonstrate these instructional strategies at their field block experience. Students will reflect on their use of the strategies in class.

Journals: Based on the material the student has learned in class, discussions with their cooperating teacher, their classroom observations, and classroom engagement during the field block, the student will complete four reflective journals.

Lesson Plan: Students are required to prepare one professional lesson plan presentation planned conjointly with their cooperating teacher and Dr. Lanzon based on improving students' reading and writing skills. Students may create the lesson plan for any content area as long as the objective/s for the lesson plan is to improve student reading and writing skills. Lesson plans must be approved by both your cooperating teacher and Dr. Lanzon prior to presentation. You are to follow the Pitt-Bradford Teacher Education lesson plan template.

Lesson Plan Reflection: Students will reflect on each component of their lesson plan as well as how they can improve the reading/writing lesson plan they created and presented.

Procedures for Turning in Field Block Work

Students: (and cooperating teachers from public schools)

All general forms are due the Monday after Field Block.

Submit the following forms (stapled or in an envelope) 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.

Submit the supervising/lesson observation form 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.

[Back to Table of Contents](#)





EDUCATION DEPARTMENT - LESSON PLAN FORMAT

NAME OF TEACHER CANDIDATE: _____ SCHOOL: _____

LESSON SUBJECT / TOPIC: _____ GRADE LEVEL: _____

1. STANDARDS

2. OBJECTIVES

3. BLOOM'S TAXONOMY OF OBJECTIVES

4. UNIVERSAL DESIGN FOR LEARNING (UDL) GUIDELINES

5. SEQUENCE OF LEARNING AND ASSOCIATED ACTIVITIES (Identify the objective each sequence of learning component is addressing)

- a) PRIOR KNOWLEDGE
- b) ANTICIPATORY SET
- c) MODELING
- d) GUIDED PRACTICE
- e) INDEPENDENT PRACTICE
- f) CHECKING FOR UNDERSTANDING
- g) CLOSURE
- h) HOMEWORK

6. DIFFERENTIATION

Higher Level Extension Teaching Strategy:

Lower Level/Reteaching Strategy:

7. EVIDENCE OF SPECIAL CRITERIA APPLICATION

8. ASSESSMENT

Formative Assessment/s:

Summative Assessment/s:

9. INDIVIDUAL INSTRUCTOR CRITERIA

10. TEACHER CANDIDATE LESSON PLAN REFLECTION



EDUCATION DEPARTMENT - LESSON PLAN RUBRIC

LESSON PLAN	POINTS POSSIBLE	POINTS RECEIVED
Standard(s) and Objective(s)		
Provided each of the applicable PA Core Standards and Anchor as well as any other required standard/s.	1	
Objectives aligned with selected standard/s and were written in Mager's format.	1	
The appropriate Bloom's taxonomy of objectives was identified and rationale for each one was provided.	1	
The appropriate multiple intelligences were identified and rationale for each one was provided.	1	
The appropriate UDL Guidelines were identified and rationale for each one was provided.	1	
Materials and Supplies		
A complete list of materials needed to teach the lesson was provided. Copies of all utilized assessments, handouts, etc. was attached.	1	
The technology/media implemented during the lesson plan was described.	1	
Strategies/Methods of Teaching		
Referred to the students' prior content area knowledge when introducing the lesson.	1	
Created an <i>engaging and interactive</i> anticipatory set that aligned with the lesson objective/s.	1	
Demonstrated an <i>engaging and interactive</i> model of the lesson plan outcome.	1	
Demonstrated an <i>engaging and interactive</i> guided practice activity that aligned with the lesson plan objective/s.	1	
Demonstrated an <i>engaging and interactive</i> independent practice activity that aligned with the lesson plan objective/s.	1	
Explained checking for understanding strategies during different lesson plan checkpoints.	1	
Demonstrated an <i>engaging and interactive</i> closure activity that aligned with the lesson plan objective/s.	1	
Created an <i>engaging</i> homework assignment that reinforced the lesson plan objective/s.	1	
Differentiation Strategies		
Created a higher-level extension that met the lesson objective/s.	1	
Created a lower-level extension activity that met the lesson objective/s.	1	
Evidence of Special Criteria Application		
Discussed student/s exceptional needs and the implication for instruction.	1	
Described instructional or classroom adaptations that needed to be addressed.	1	

If the teacher candidate was aware of a student who had an IEP, accommodations that would need to be met were described and followed in the lesson plan.	1	
Assessment		
Provided a detailed description of the specific formative assessment(s) to be implemented along with their objective alignment. Included the assessment(s) within the lesson plan.	1	
Provided a detailed description of the specific summative assessment(s) to be implemented. Included the assessment(s) within the lesson plan	1	
Formative assessment performance criteria were identified.	1	
Summative assessment performance criteria were identified.	1	
Individual Instructor Criteria		
Followed the individual instructor's specific content criteria.	1	
Lesson Plan Reflection		
Reflected on how to choose and align standards with objectives.	1	
Reflected on the choice and development of instructional strategies and their complementary activities.	1	
Discussed their checking for understanding technique/s effectiveness.	1	
Described and discussed their formative assessment/s effectiveness.	1	
Reflected on and discussed what went well in the lesson plan and areas that needed to be improved upon.	1	
Professional Demeanor, Skills, and Abilities		
Lesson plan and supporting material adhered to correct composition, grammar, spelling, and punctuation rules.	1	
Professional attire was worn during the lesson plan presentation.	1	
Professional language was used during the lesson plan presentation and during professional discussions.	1	
Assisting students with classwork or redirecting misbehavior was observed.	1	
The provision of a warm, accepting classroom environment was observed.	1	
TOTAL SCORE	35	

Discussion – Areas of Strength

Discussion – Areas of Growth

University of Pittsburgh at Bradford

Education Program

NAME OF STUDENT:

COURSE:

NAME OF EVALUATOR:

DATE:

Please add any comments on the bottom of the page, especially if a ranking of "N" is given.

PROFESSIONAL DISPOSITIONS INVENTORY

Dispositions should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students. The dispositions, briefly described, have been aligned to the domains and components of the Charlotte Danielson Framework for Teaching (2007) that forms the core of the knowledge base within the teacher education unit conceptual framework. The following rubric provides a synthesis and summary evaluation of the candidate's professional dispositions.

D = Distinguished: Strives for excellence and is above average in character trait

P = Proficient: Demonstrates expected levels of the character trait

N = In need of improvement: Behavior or attitude lacking or below expected levels

PROFESSIONAL DISPOSITIONS

D P N

Ability to accept constructive criticism graciously: Candidate listens carefully to feedback, responds by making suggested changes, views feedback as an opportunity for growth, and does not act defensively or make excuses. *(Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement ~ Danielson).*

Enthusiasm & Engagement: Candidate demonstrates enthusiasm for course content and willingly participates in group discussions and class activities. *(Student teachers initiate or adapt activities and projects to enhance their understanding. Teachers should promote and support curiosity in students and encourage active inquiry ~ Danielson).*

Persistence: Candidate demonstrates the commitment to task completion at a high level of competency even when faced with challenges. *(Teachers should be committed to mastering best practices informed by sound theory ~ Danielson)*

Organization: Candidate demonstrates efficient and effective organizational skills. *(Teachers establish and monitor routines, procedures ..., and the efficient use of time. ~ Danielson)*

Self-reflection: Candidate reflects on his/her personality traits and professional skills, understand how these may affect others, and identify strategies for improvement. *(Teachers should recognize that professional reflection combined with experience leads to professional growth ~ Danielson).*

Resourcefulness: Candidate develops, utilizes, and shares with others a wide range of personal and professional resources in professional endeavors. *(Teachers should be professionally active lifelong learners ~ Danielson).*

Honesty and Integrity: Candidate models personal and academic integrity, takes responsibility for his or her actions, is truthful and honest when dealing with parents, students, faculty and staff, and acts for the good of the school and university community. *(Teachers should exercise sound judgment and ethical professional behavior, including online activity, that models personal and academic integrity ~ Danielson).*

Diversity: Candidate demonstrates the belief that all children can learn and shows respect for all forms of diversity. <i>(Teachers should be sensitive to individual differences among students. Interact effectively and respectfully to promote understanding of students' varied cultural traditions and learning strengths and needs ~ Danielson).</i>			
Respect for others: Candidate develops and maintains collegial and respectful relationships that encourage sharing, planning and working together and appreciates the various attitudes, beliefs, ideas and opinions of others. <i>(Teachers should interact with their students, colleagues, administrators, parents, and community members with courtesy, civility and support that represents a positive role model ~ Danielson).</i>			
Self-reliance: Candidate looks to him/herself first to solve problems drawing on his or her own abilities and knowledge for solutions. <i>(Teachers should demonstrate procedures to increase self-awareness, self-control, self-reliance, and self-esteem in students and themselves ~ Danielson).</i>			
Preparedness: Candidate thoroughly and consistently prepares for classes and field experiences. Candidate submits assignments and field reports by established due dates. <i>(Teachers should model dedication and professionalism by punctual class attendance, active and respectful participation, completion of readings and assignments, and overall performance in courses ~ Danielson).</i>			
Professionalism: Candidate follows the requirements of the school and university in terms of timeliness, dress, grooming and demonstrates full commitment to the field of education and is eager to take on and fulfill responsibilities. <i>(Teachers should model appropriate grooming and dress. Teachers model appropriate oral and written language ~ Danielson).</i>			
Communication: Candidate demonstrates appropriate and professional communication skills (i.e. email, telephone).			

Comments:

Benchmark Courses

- ❖ EDUC 0204 Introduction to Education
- ❖ EDUC 0235 Instructional Design
- ❖ EDUC 1307 Secondary Methods
- ❖ EDUC 1318 Early Math Foundations
- ❖ EDUC 1325 Development of Exceptional Children
- ❖ EDUC 1345 Educational Theories and Practices
- ❖ HPEDU 1400 Methods of Teaching Physical Education

Any instructor can complete a dispositions inventory at any time he/she feels it is necessary.

Unsatisfactory Performance

Students who are unable to perform satisfactorily in courses and/or field experiences will be identified by the respective faculty/cooperating teacher/university supervisor for remediation.

Procedure:

1. The faculty/cooperating teacher/supervisor will conduct an informal meeting with the student to identify strategies to improve in areas of concern.
2. If the unsatisfactory performance continues to exist, the faculty/member/cooperating teacher/university supervisor will notify the program director.
3. The program director will notify the student, in writing, about the unsatisfactory performance and advise the student that a meeting with the program director is required.
4. The program director will meet with the student to present the concerns raised.
5. The program director will initiate a meeting between the student and the respective faculty member/cooperating teacher/supervisor to discuss a remedial plan which will be prepared by both parties. The remedial plan should be in writing, signed by all parties, and become part of the student's permanent file.
6. The faculty will evaluate achievement of the remediation plan within the agreed upon time frame.
7. If unsatisfactory performance continues, the program director will notify the dean of Academic Affairs to discuss a course of action, which could include removal from the teacher education program.