

**WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION**

COURSE TITLE PRACTICUM II

COURSE NUMBER EDU 391 (1 credit)

I. PROGRAM ATTRIBUTES:

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as students, are expected to:

- Master knowledge-based course content.
- View yourself as a teacher and learner, deconstruction inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration.
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one's daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

II. PROGRAM COMPETENCIES, KNOWLEDGE AND PERFORMANCE CRITERIA:

The 14 Wilmington University Program Competencies (the first 12 are based on the Delaware Teaching Standards):

1	Content	Create learning experiences that make content meaningful to students and reflect the understanding of the core concepts and structure of education.
2	Human Development and Learning	Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood.
3	Diverse Learners	Adapt instruction for diverse learners based on an understanding of how students differ.
4	Communication	Demonstrate proficiency in oral and written communication.
5	Learning Environment	Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.
6	Planning	Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.
7	Instructional Strategies	Apply a variety of instructional approaches that promote student

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		thinking, understanding, and application of knowledge.
8	Assessment	Uses multiple assessment strategies for the continuous development of students.
9	Professional Growth	Pursue opportunities to improve teaching and thereby enhance professional growth.
10	Professional Relationships	Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
11	Educational Technology	Use educational technology as an instructional and management tool.
12	Professional Conduct	Understand and maintain standards of professional conduct guided by legal and ethical principles.
13	Dispositions	Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University College of Education Conceptual Framework.
14	Professional Employment	Obtain and retain successful employment in the profession of education.

LEARNING OUTCOMES AND ACTIVITIES FOR PRACTICUM III

It should be noted by the nature of the construct of the Practicum, the Outcomes for each of the fourteen Wilmington University Competencies are identical. Practicum involves guided observation, inquiry, analysis, and reflection in classroom settings and seminars. Although each program competency addresses a different focus, the desired overall outcome is the same.

COMPETENCY 1 - CONTENT

Competency #1: Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Select an appropriate state content area and content standard from the “Delaware Content Standards.” **(These describe what, in Delaware, K-12 students are expected to know and be able to do.)** Identify and describe the content standard based on the performance indicators for the standard.
- Reflect on what Teaching Standard 1 – Content Knowledge - means to you, including a description of your prior experience and knowledge related to the content area/standard you chose above.
- Describe the ways in which your mentor teacher makes Teaching Standard 1 meaningful to the learners in your field placement. Refer to the Performance Indicators for Professional Teaching Standard 1 in developing your response.

COMPETENCY 2: HUMAN DEVELOPMENT AND LEARNING

Competency #2: Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on what this teaching standard means to you, including a description of your prior experience and knowledge related to human development and learning.
- Describe ways in which your mentor teacher provides developmentally based learning experiences to students in the classroom. Refer to the Performance Indicators for Professional Teaching Standard 2 in developing your response.

COMPETENCY 3: DIVERSE LEARNERS

Competency #3: Adapt instruction for diverse learners based on an understanding of how students differ.

Practicum II Learning Outcomes and Activities

Outcome: Increased sensitivity to context and culture through guided observation, inquiry and reflection

Activities:

- Reflect on what this teaching standard means to you, including a description of your prior experience and knowledge related to diverse learners.
- Explain why it is important for teachers to be prepared to work with culturally, linguistically, and socio-economically diverse students, as well as with those with special needs.
- Describe ways in which your mentor teacher learns about and adapts instruction for diverse learners. Refer to the Performance Indicators for Professional Teaching Standard 3 in developing your response.

COMPETENCY 4: COMMUNICATION

Competency #4: Demonstrate proficiency in oral and written communication.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry and reflection.

Activities:

- Reflect on and describe the meaning and importance of this standard to you.
- Describe practical techniques that your mentor teacher has found to be effective in communicating with learners, families, and colleagues. Refer to the Performance Indicators for Professional Teaching Standard 4 in developing your response.

COMPETENCY 5: LEARNING ENVIRONMENT

Competency #5: Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on what this standard means to you, including a description of your prior experience and knowledge related to learning environments.
- Describe the learning environment of your placement classroom. Address **each of the following:** student engagement in learning, management of time, classroom rules and procedures, behavior management, grouping arrangements, arrangement of furniture to promote learning, student motivation to learn, and establishment of positive relationships. In your description, reflect on ways your mentor teacher created this learning environment in a way that fosters teaching and learning in his/her classroom.

COMPETENCY 6: PLANNING

Competency #6: Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through supervised practice, analysis, and reflection.

Activities:

- Using the Pathwise lesson plan format, plan a lesson that you will teach in your mentor teacher's classroom. After you teach the lesson, reflect on and describe the following in your demonstration lesson as it ...
 - followed a logical scope and sequence.
 - addressed local and state curriculum goals.
 - included authentic and interdisciplinary experiences/activities.
 - made use of relevant teaching resources and materials.
 - communicated high expectations for student success in the lesson.
 - maximized participation and engagement of students with disabilities.

COMPETENCY 7: INSTRUCTIONAL STRATEGIES

Competency #7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through supervised practice, analysis, and reflection.

Activities:

- For the lesson you planned and taught in your mentor teacher's classroom, reflect on and describe your lesson as it...
 - engaged students in exploration or problem solving or thinking skills.

- included a variety of materials and technology to enhance student motivation and thinking.
- allowed you, the teacher, to use communication effectively as a vehicle for learning through discussion and listening and by collaborating with and responding to your students.
- linked new concepts to prior student knowledge.
- included questioning techniques to check for and promote student understanding.
- engaged students in reflection upon their learning.
- aligned instruction and assessment of student learning.

COMPETENCY 8: ASSESSMENT

Competency #8: Use multiple assessment strategies for the continuous development of students.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on what this standard means to you, including a description of your prior experience and knowledge related to academic assessment.
- Describe the ways in which your mentor teacher effectively uses assessment to support the continuous development of students. Refer to the Performance Indicators for Standard 8 in developing your response.

COMPETENCY 9: PROFESSIONAL GROWTH

Competency #9: Pursue opportunities to improve teaching and thereby enhance professional growth.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Keep a **daily journal** of your fieldwork in your mentor teacher's classroom/school. For **each** visit, include a description of what you saw and did, an analysis of (your thoughts or judgments about) what you saw and did, and your reflections about what you saw and did (what you would or would not apply in your classroom and why).

Outcome: Increased knowledge/skill through supervised practice, analysis, and reflection.

Activities:

- Complete the following **reflective practice activity** relative to your demonstration lesson:
 - Did you make any adjustments as you taught the lesson? How and why?
 - What were the strengths of the lesson?
 - What were the weaknesses of the lesson?
 - What did you learn about yourself by teaching the lesson?
 - If you had the opportunity to teach the lesson again, to this group of students, what would you do the same way? Why? What would you do differently? Why?

- Describe why reflective practice on teaching will be one of the most important professional growth activities you will engage in as a teacher.

COMPETENCY 10: PROFESSIONAL RELATIONSHIPS

Competency #10: Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on and describe what this standard means to you.
- Describe ways in which your mentor teacher meets this standard. Refer to the Performance Indicators for Standard 10 in developing your response.

COMPETENCY 11: TECHNOLOGY

Competency #11: Use educational technology as an instructional and management tool.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on and describe what this standard means to you.
- Describe ways in which your mentor teacher meets this standard. Refer to the Performance Indicators for Standard 11 in developing your response.

COMPETENCY 12: PROFESSIONAL CONDUCT

Competency #12: Understand and maintain standards of professional conduct guided by legal and ethical principles.

Practicum II Learning Outcomes and Activities

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities:

- Reflect on and describe what this standard means to you.
- Describe ways in which your mentor teacher meets this standard. Refer to the Performance Indicators for Standard 12 in developing your response.

COMPETENCY 13: DISPOSITIONS

Competency #13: Demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Wilmington University College of Education Conceptual Framework.

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities: Work compatibly with colleagues, teachers and students in the field and at University.

COMPETENCY 14: PROFESSIONAL EMPLOYMENT

Competency #14: Obtain and retain successful employment in the profession of education.

Outcome: Increased knowledge/skill through guided observation, inquiry, analysis, and reflection.

Activities: Discuss how you would use the information learned in class and in the teaching of the lesson in the school in an employment interview.

III. ASSESSMENT OF STUDENT KNOWLEDGE AND PERFORMANCE:

A. Assessment:

Multiple assessment strategies are used for all practicum courses. An effort is made to apply principles of authentic assessment in order to both teach and model a variety of appropriate assessment techniques. While some assessments will necessarily reflect the experience-based professional judgment of Practicum Faculty member and the classroom teacher, especially when dealing with certain student attitudes and dispositions, most are based on direct evidence, documents, and artifacts provided by the student.

Approaches include assessments based on evidence derived from learning activities and products. Practicum is organized so that students know, in advance, precisely what is expected and how grades are calculated. While the ultimate responsibility for determination of final grades rests with Practicum Faculty, these decisions are made in collaboration with classroom teachers.

IV. ATTENDANCE POLICY:

College of Education Policy:

In the College of Education, faculty must approve all requests for exceptions to the University Policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence).

A. Structured External Assignment:

Using the *Pathwise* format, teacher candidates will plan and teach a lesson in their mentor teacher's classroom which addresses a specific state student content standard. The lesson will be observed by a university-based practicum advisor. The advisor will give the candidates feedback on the lesson based on the knowledge components of Delaware Professional Teaching Standard (and Program Competency) #7. Teacher candidates will then complete a structured reflective practice activity focusing on the *Pathwise* lesson presented. Through that activity, candidates will demonstrate their understanding of the knowledge components of Standard/Competency #7 and their understanding of knowledge elements 9.1 and 9.3 of Standard/Competency #9.

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B. Class and Assignment Schedule: See attached.

Some Notes on the Organization of the Practicum II Syllabus

The Practicum II syllabus reflects the College of Education's Conceptual Framework, Wilmington University teacher preparation program and graduation competencies, and the Framework for Teaching, all of which were introduced during Practicum I. The first twelve competencies also reflect the twelve teacher standards and sets of performance indicators described in the Knowledge and Performance sections of the Delaware Professional Teaching Standards. These describe what, in Delaware, teachers are expected to know and be able to do. All Wilmington University teacher preparation programs are standards-based and have been awarded unconditional approvals from the Delaware Department of Education and the National Association of State Directors of Teacher Education and Certification.

Each of the competencies is restated in the Practicum II syllabus as a practicum *goal*. Learning *outcomes* are listed for each goal. These are the course and program objectives that you are expected to achieve. The learning *activities* under each goal are designed to help you attain those objectives. The activities also provide a way to monitor your progress and assess what you have learned.

You will notice that the outcomes and activities for each goal encourage you to *reflect* on how your new knowledge, understandings, and attitudes will shape your future teaching behavior. You will also notice that there is an expectation that your oral and written language will be clear, accurate, and appropriate.

The Practicum II syllabus also refers to several content modules. These modules began in Practicum I and will continue throughout your teacher preparation program. The modules deal with areas of specialized knowledge that teachers need to know, and include Foundations of Education, Constructivism, Learning Styles, Diversity, Differentiated Instruction, Reflection, Legal/Ethical Issues, Communication, and (various) Effective Teaching Strategies. There will be presentations and learning activities related to these modules and to the Delaware Professional Teaching Standards during the Practicum II seminars.

SOME NOTES ABOUT THE TEXTBOOKS

Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching is the basis for Delaware's new teacher performance appraisal system. It provides the framework (and forms) for fieldwork, observations, lesson planning, lesson analysis, and reflection that are required of all Wilmington University teacher preparation students throughout Practicum and Student Teaching. Components of the framework are reviewed in Practicum seminar sessions and are used in all methods classes. It is essential that teacher preparation students become familiar with all elements of the Framework for Teaching.

Becoming a Teacher (5th edition, 2001, and 6th edition, 2004, by Forrest Parkay and Beverly Stanford, published by Allyn & Bacon) is a comprehensive reference text designed to be used throughout the Wilmington University teacher preparation program and is widely used by the nation's leading teacher preparation institutions.

There is a companion website (<http://www.ablongman.com/parkay6e>) that provides a rich, practical, and varied array of materials, self-tests, sources, strategies, contacts, and data that teacher preparation students

can rely on for support. These materials will also be extremely valuable in preparing for, and beginning, a first teaching position.

The text covers the basic knowledge required for success on PRAXIS II tests and on the ETS *Major Field Test* (that all teacher preparation students at Wilmington University take). The text also provides the essential knowledge base for the content modules contained in the Practicum I and II seminars (diversity, ethical and legal issues, reflection, history and foundations of education, learning styles, etc.).

- After reading and reflecting on Chapters 1 and 2 (prior to the first Practicum seminar), students will be better able to determine whether teaching is a good career choice for them.
- Chapters 3-6 deal with the history and foundations of education, which every professional teacher needs to know.
- Chapters 7-11 examine student characteristics and the worlds of the classroom and the school.
- Chapters 12-14 discuss issues and trends that will impact each student's quest to become an effective teacher.

Practicum students are expected to study and to become familiar with the entire text. Seminar sessions will focus on several different sections of the text, as specified by practicum advisors and instructors.

STRUCTURED EXTERNAL ASSIGNMENT

EDU 391

TITLE: Practicum II

PROGRAM COMPETENCY 7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 3: Programs are sensitive to context and culture

DELAWARE PROFESSIONAL TEACHING STANDARD 7: The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

STRUCTURED EXTERNAL ASSIGNMENT:

A. Structured External Assignment – Program Competency #7 – Instructional Strategies

Using the *Pathwise* format, teacher candidates will plan and teach a lesson in their mentor teacher's classroom which addresses a specific state student content standard. The lesson will be observed by a university-based practicum advisor. The advisor will give the candidates feedback on the lesson based on the knowledge components of Delaware Professional Teaching Standard (and Program Competency) #7. Teacher candidates will then complete a structured reflective practice activity focusing on the *Pathwise* lesson presented. Through this activity, candidates will demonstrate their understanding of the knowledge components of Standard/Competency #7.

For Fall 2008 program starters, this Structured External Assignment is to be completed on your EDU 102 E-Folio site (the ePortfolio) under the course EDU 391.

B. Structured External Assignment – Program Competency #9 – Professional Growth

The teacher candidate will complete an assignment that requires h/er to follow a step-by-step process of reflective practice based on a lesson the candidate taught in the classroom. For the lesson selected during Practicum II, the teacher candidate will complete a reflective practice activity including (1) a description and analysis of the lesson answering several key questions, and (3) reflections on the lesson answering additional questions. The teacher candidate will write a description and will demonstrate h/er understanding that reflective practice is an integral part of the professional growth of the teacher. Through this activity, candidates will demonstrate their understanding of the knowledge components of Standard/Competency #9.

For Fall 2008 program starters, this Structured External Assignment is to be completed on your EDU 102 E-Folio site (the ePortfolio) under the course EDU 391.

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SCORING ELEMENTS Competency #7	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
7.1 Understanding of instructional strategies. Score x 2: _____	The candidate was able to clearly define and describe and give examples of <u>fewer than two</u> (2) of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.	The candidate was able to clearly define and describe and give examples of <u>two</u> of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.	The candidate was able to clearly define and describe and give examples of <u>three</u> of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.	The candidate was able to clearly define and describe and give examples of <u>four</u> of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.	The candidate was able to clearly define and describe and give examples of the following <u>five</u> instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.
7.2 Understanding of relationship between instructional strategies, assessment, and types of learning. Score: _____	The candidate demonstrated little or no understanding of the relationship between the following three (3) elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.	The candidate demonstrated an emerging understanding of the relationship between two (2) of the three (3) following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning	The candidate demonstrated an acceptable level of understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment and types of learning.	The candidate demonstrated a high quality understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.	The candidate demonstrated a superior understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning (i.e. whole group, small group, hands-on, writing, etc.).
7.3 Understanding of how instructional	The candidate did not demonstrate an	The candidate demonstrated a marginal	The candidate demonstrated an	The candidate demonstrated a high	The candidate demonstrated a superior

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materials and technology enhance instruction. Score: _____	understanding of how instructional materials (including technology) can be used to enhance learning.	level of understanding of how instructional materials (including technology) can be used to enhance learning.	acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.	quality understanding of how instructional materials (including technology) can be used to enhance learning.	understanding of how instructional materials (including technology) can be used to enhance learning.
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Mean Score (total divided by 4): _____

Instructor _____

PROGRAM COMPETENCY 9: Pursue opportunities to improve teaching and thereby enhance professional growth.

GRADUATION COMPETENCY 10: Information Literacy: Access and use information effectively, efficiently, and appropriately; evaluate the quality of sources and content; use technology to effectively locate and communicate information

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 3: Programs are sensitive to context and culture

DELAWARE PROFESSIONAL TEACHING STANDARD 9: The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

SCORING ELEMENTS Competency #9	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
9.1 Understanding that reflective practice on teaching is an integral part of professional growth. Score: _____	Through the reflective practice activity, the candidate did not demonstrate an understanding that reflective practice is an integral part of	Through the reflective practice activity, the candidate demonstrated a limited understanding that reflective practice is an integral part of professional growth in	Through the reflective practice activity, the candidate demonstrated an acceptable level of understanding that reflective practice is an integral part of	Through the reflective practice activity, the candidate demonstrated a strong understanding that reflective practice is an integral part of professional growth in	Through the reflective practice activity, the candidate demonstrated an excellent understanding that reflective practice is an integral part of

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	professional growth in teaching.	teaching.	professional growth in teaching.	teaching.	professional growth in teaching.
9.2 Understanding of the implications of educational research for teaching practice. Score: _____	The candidate did not demonstrate an understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a marginal understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated an appropriate understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a thorough understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.	The candidate demonstrated a superior understanding that research is a source supporting reflection on and evaluation and revision of teaching practice.
9.3 Understanding of methods of inquiry that promote self-assessment and problem solving strategies for reflecting on practice. Score x 2: _____	Through the reflective practice activity, the candidate did not demonstrate an understanding of methods of inquiry used for reflective practice. The candidate did not complete one or more of the steps required for the activity including (1) describing the lesson selected for the activity, (2) answering the questions required for the analysis, and/or (3) reflecting on the lesson based on specified questions.	Through the reflective practice activity, the candidate demonstrated a limited understanding of methods of inquiry used for reflective practice by (1) describing the lesson selected for the activity and (2) successfully answering <u>three of six</u> questions required for analyzing and reflecting on the lesson.	Through the reflective practice activity, the candidate demonstrated an acceptable understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering <u>four of six</u> questions required for analyzing and reflecting on the lesson.	Through the reflective practice activity, the candidate demonstrated a strong understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering <u>five of six</u> questions required for analyzing and reflecting on the lesson.	Through the reflective practice activity, the candidate demonstrated a superior understanding of methods of inquiry used for reflective practice by (1) clearly describing the lesson selected for the activity and (2) successfully answering <u>six</u> questions required for analyzing and reflecting on the lesson. (See Methods of Inquiry below.)

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Methods of Inquiry Required for the Reflective Practice Activity:

1. **Description** – A description of the classroom setting to provide a context for the lesson. A clear and complete description of the lesson taught in the classroom and selected for the activity.
2. **Analysis** – Answers to the three following questions relative to the lesson selected for the activity:
 - a. Did you make any adjustments as you taught the lesson? How and why?
 - b. What were the strengths of the lesson?
 - c. What were the weaknesses of the lesson?
3. **Reflection** – Based upon your analysis of the lesson:
 - a. What did you learn about yourself as a teacher?
 - b. If you had the opportunity to teach the lesson again, to this group of students, what would you do the same way? Why? What would you do differently? Why?
 - c. What activities or strategies from the lesson will you use in future lessons?

Definitions of Ratings for the First and Second Scoring Elements Above:

Distinguished:	The candidate demonstrated an understanding of this element of the standard which far exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The understanding demonstrated by the candidate was at a level commonly expected of the effective, veteran classroom teacher.
Proficient:	The candidate demonstrated an understanding of this element of the standard which exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to be an effective classroom teacher.
Basic:	The candidate demonstrated an understanding of this element of the standard which is normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to potentially become an effective classroom teacher.
Emerging:	The candidate demonstrated an understanding of this element of the standard which falls below that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate needs continued knowledge development in this area to have the potential to become an effective classroom teacher.

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Unsatisfactory:

The candidate did not demonstrate an understanding of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of student teaching. The candidate needs a great deal of knowledge development in this area to become a teacher.

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DELAWARE PROFESSIONAL TEACHING STANDARDS
(adopted by the Delaware State Board of Education, January 1998. Revised 2004)

Standard 1: Content Knowledge The teacher understands the core concepts and structures of the discipline and their related content standards and creates learning experiences that make the content meaningful to students.

Standard 2: Human Development and Learning The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of each learner.

Standard 3: Diverse Learners The teacher understands how students differ and adapts instruction for diverse learners.

Standard 4: Communication The teacher understands and uses effective communication.

Standard 5: Learning Environment The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

Standard 6: Planning for Instruction The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.

Standard 7: Instructional Strategies The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.

Standard 8: Assessment The teacher understands multiple assessment strategies and uses them to support the continuous development of students.

Standard 9: Professional Growth The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.

Standard 10: Professional Relationships The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well being.

Standard 11: Technology The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.

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Standard 12: Professional Conduct The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

The complete statement of the standards and a detailed list of performance indicators can be accessed at:

<http://www.doe.state.de.us/DPIservices/teacher.htm>

Performance indicators used in student teaching can be accessed at the clinical studies website: www.wilmu.edu/education/clinicalstudies/

Pathwise Instruction Plan – (Annotated)

To use this form.:

1. *Remove the italicized comments under each numbered section.*
2. *Complete all of the numbered sections and expand each section to allow sufficient room so that it may be completed.*

Teacher/Student Teacher	
Grade:	
Subject:	
Date:	
1. Briefly describe the students in this class.	
Summarize the class profile (grade level, age range, numbers of students and make up of the class); if relevant, include special needs of the group and any concerns that the teacher may have or an observer may need to know before viewing the lesson.	
2. What are your goals for the lesson? What do you want the students to learn?	
Describe what will be taught to the students and what expectations the teacher has of them by the completion of this lesson. Meaningful objectives and goals define the terminal behavior expected of the learner. Terminal behavior can be defined by identifying and naming the observable act that will be accepted as evidence that the learner has achieved the objective.	
3. Why are these goals suitable for this group of students?	
Describe how these goals are developmentally appropriate, appropriate for the ability levels of students in the classroom, the types of thinking skills and/or learning styles these goals promote, etc.	

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4. How do these goals support the district’s curriculum, state frameworks, and/or content standards?

Link the goals to the relevant performance indicators of the Delaware Student Content Standards.

5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?

Demonstrate or describe how these goals link to big ideas, curriculum concepts, or to concepts being taught in other discipline areas. Describe how this lesson fits into the sequence of the instructional unit or curriculum.

6. How do you plan to engage students in the content? What will you do? What will the students do? (include time estimates).

Describe the steps or components of a lesson that are a part of this lesson. Possible steps or components are listed below:

- *Mindset or “Warm-Up” Activity*
 - *Three to five minute activity to get students interested in the lesson.*
- *State objective or purpose of the lesson*
 - *Tell students what it is they are expected to know or be able to do.*
 - *Explain why the lesson is relevant to real life situations and/or related to future learning.*
- *Provide Instructional Input*
 - *If you are going to present or teach new information to the students, what are you going to do? How are you going to do it?*
 - *Describe strategies and presentation methods to be used (lecture, demonstration, discussion, experiments, inquiry, direct instruction).*
- *Model*
 - *Go through the process and explain to the students what to do and how to do it.*
 - *Show a finished product of what is expected from the student.*
- *Check for understanding*
 - *What questions will you ask to determine if students understand the concept(s) or skill(s) being taught in the lesson?*
 - *How will you know that the students are ready to go on with practice activities?*
- *Guided Practice*
 - *Activities students will complete individually or in groups to practice use of knowledge or skills learned in the lesson.*
- *Closure Activity*
 - *Three to five minute activity to summarize or process or bring closure to the lesson.*

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<p>7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?</p> <p>Describe any special concerns you may have about this material, the methodology, or the equipment that you will be incorporating into this lesson as related to the students in this class. Explain how you plan to address these concerns.</p>
<p>8. What instructional materials or other resources, if any, will you use?</p> <p>List all equipment and materials needed. Include:</p> <ul style="list-style-type: none"> • <i>Titles and page numbers of texts</i> • <i>Computer equipment</i> • <i>Records, tapes, software, floppy disks, etc.</i> • <i>Seatwork (handouts, manipulatives, etc.)</i>
<p>9. How did you plan to assess student achievement of the goals? What procedures will you use? (Attached any tests or performance tasks, with accompanying scoring guides or rubrics.)</p> <p>Assessments can be conducted in both formal and informal ways. Assessment is an ongoing activity and can be done at various stages in the lesson. A final, formal evaluation might occur at the conclusion of teaching a concept or skill. Examples of assessment can include observation of students, checking for understanding, guided practice activities in the classroom, independent practice, quizzes, tests, demonstrations, etc.</p>
<p>10. How do you plan to use the results of the assessment?</p> <p>Describe the way in which the assessment will be used? Examples include evaluation of student comprehension before moving on to a more complex concept, grading, assessment of a student achieving a standard, interim assessment of a concept, meeting the needs of an individual instructional plan (IIP or IEP), etc.</p>