College of Education
Handbook
for

Field Experience

Secondary Education English Language Arts

TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

Summer 2016

Welcome

Welcome to the world of field experiences in secondary education. The idea behind field experiences is to provide opportunities for you to apply your knowledge, skills, and dispositions as you work with diverse learners in a variety of settings. As you progress from one field experience to another, you will begin to understand the varied and complex aspects of teaching. Designed to be both incremental and well sequenced, field experiences help you to develop the competence necessary to begin your career as a teacher.

This component of field experiences is characterized by collaboration, educational environments with most appropriate practice associated with sound professional expertise, and a candidate's accountability through distinct and numerous assessments. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess in public school classrooms.

The over-arching focus of all field experiences is the same throughout the Teacher Education Program, to give candidates authentic experiences within an environment of growth. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners collaboratively by university mentors and classroom teachers.

On the next few pages, you will see the letter the cooperating teacher receives when she agrees to take one of our teacher candidates and a copy of the evaluation forms that will be used by the university mentor and the cooperating teacher to give you feedback on lessons that you teach. These documents and all of the other information in this handbook are designed to give you the best experience possible and to help you become an effective practitioner, a lifelong learner, and a caring leader.

Introduction to Field Experiences

At each level of the pre-service education experience at North Greenville University, teacher candidates are given opportunities to apply the knowledge and skills they are obtaining through simulated and actual classroom situations. Field experiences are offered in cooperating schools as an integral component of the program. Field experiences provide the opportunity for candidates to continue to develop their knowledge, skills, and dispositions in the real world of classrooms as they work with diverse learners in a variety of settings appropriate to the content and level of their program of study. Designed to be both incremental and well sequenced, field experiences help candidates develop the competence necessary to begin their careers as teachers.

Field experiences and clinical practice are characterized by collaboration, appropriate practice associated with sound professional expertise, and accountability through extensive assessment. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess learning in K-12 classrooms.

The first field experience, as a part of EDUC 1210 Introduction to Education, occurs as your first education class and is exploratory and primarily observational in nature. After candidates are admitted to the program, each major has its own organization for field experiences. The over-arching focus, however, is the same throughout the College of Education, to give candidates authentic learning experiences within an environment of on-going growth. This is accomplished through mentoring by university supervisors and classroom teachers.

Responsibilities for Individuals
Involved with Field Experience

North Greenville Teachers of Record
- ❖ Communicate expectations to candidates
- ❖ Grade lesson plans and reflections
- ❖ Communicate expectations to Cooperating Teachers
- ❖ Complete formal observations on each candidate
- ❖ Conduct a post conference with each candidate after an observation
- ❖ Complete evaluation forms for each candidate and provide the candidate with copies
- ❖ Collect Cooperating Teacher evaluation forms and Assessment of Dispositions form
- ❖ Provide candidates with copies of completed evaluation forms
- ❖ Turn in original evaluation forms to the Records Coordinator at the end of the semester
- ❖ Be available to candidates, be a resource, and be a coach

Cooperating Teachers
- ❖ Assist candidate in scheduling of the lessons to be taught
- ❖ Assist candidate in planning of the lessons (communicate standards currently being taught in the classroom and provide any materials you wish for him/her to use)
- ❖ Be present during each of the lessons and complete an evaluation form
- ❖ Complete a summative evaluation form at the end of the field experience
- ❖ Complete an Assessment of Dispositions form at the end of the field experience
- ❖ Return all forms to the North Greenville University Teacher of Record

North Greenville Teacher Candidates
- ❖ Communicate with cooperating teacher and follow his/her schedule and/or guidelines in planning and scheduling lessons (You are responsible for the scheduling of the lessons you will be teaching.)
- ❖ Meet with North Greenville University Teacher of Record after formal observations or as needed
- ❖ Provide copies of each lesson plan to the Cooperating Teacher and the North Greenville University Teacher of Record
- ❖ Communicate by phone or email with the North Greenville University Teacher of Record at least 48 hours prior to teaching a lesson. The Teacher Candidate must provide a copy of the lesson plan to the Cooperating Teacher and the North Greenville University Teacher of Record.

CONCEPTUAL FRAMEWORK

VISION OF THE COLLEGE OF EDUCATION

The College of Education seeks to prepare teachers who have not only deep understanding of subjects and methods of teaching, but also deep understanding of students; who not only facilitate students' learning, but also promote students' holistic wellbeing; who desire not only to see others continually grow and develop, but themselves also. We envision our graduates teaching effectively, leading through example and continually learning the art and science of the teaching profession.

MISSION

The self examination process required in the development of our Conceptual Framework has led to an insightful discovery of who we are as the College of Education at North Greenville University. We are the link between past, present, and future.

This neophyte teacher education program, first approved in 1997, has grown at an astonishing rate. In ten short years we have graduated 196 Elementary, Early Childhood, and Music Education majors. This rapid growth parallels the growth of the institution as a four-year university.

Although the institution was accredited as a four-year college in 1991, roots were established in 1891 when Southern Baptists had the vision to begin a school in the "Dark Corner" of South Carolina. Established to bring light into the darkness through Christian education, the school has now come full circle. Building on a heritage of belief that education can and must provide light in the darkness, we now have a teacher education program which trains teachers not only for this geographic area, but also other states and foreign countries.

J. Dean Crain, Principal of North Greenville Academy in 1914, predicted that "the school is just entering upon its career of usefulness, and ere long what is known far and wide as the Dark Corner of South Carolina shall become famous for the light shed by the lives of its people" (Crain, 1914, p. 65). As the present link in the fulfillment of this mission, we prepare students to respond to God's vocational calling for their lives. The College of Education, with university and community stakeholders, conceived and designed a teacher education program that prepares teachers who experience a sense of calling to the profession to become effective practitioners, lifelong learners, and caring leaders. We urge our graduates to remember this past and go forward with resolve and courage. We challenge them, just as Paul, in Philippians 3:14 (NIV) to press on toward the goal to claim the prize for which God has called them.

Building on a heritage of teachers who modeled behaviors indicative of high expectations, the faculty in the College of Education continue to demonstrate for students the knowledge, skills and dispositions that empower them to go forward with resolve and courage as teacher education graduates of a school "of high grade equal to any in the country" (Howard, 1967, p. 5). **IN ALIGNMENT WITH THE PURPOSE AND MISSION OF NORTH GREENVILLE UNIVERSITY, THE MISSION OF THE COLLEGE OF EDUCATION IS TO DEVELOP TEACHERS WHO POSSESS KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT EMPOWER THEM TO FOSTER LEARNING IN ALL STUDENTS**.

Our logo encapsulates in graphic form the interrelationship of our vision, mission, and outcomes reflected in three conjoining circles and linked by the light of a calling to the profession.

TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

AIM

The teacher education program at North Greenville University, a Christ-centered institution, prepares teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

PHILOSOPHY

Our beliefs about how best to prepare teacher candidates to become effective, reflective and facilitative practitioners rest, first of all, on the Bible as the solid foundation for a philosophy of education and of life, in keeping with the Christian commitment of North Greenville University. Other knowledge bases that provide direction to our efforts include educational theory and research, the wisdom of practice, and state and national policy directives.

Academic research and the American public agree that teacher quality is the most important education factor driving student performance (Milken, 2000). Studies reported by Marzano (2003) confirm the profound impact a teacher can have on individual student achievement, noting a positive relationship between teachers' content and pedagogical knowledge and student achievement. The link between social support, academic learning and student achievement suggests that teachers must not only provide the instruction necessary to meet high expectations, but must also provide a sense of trust, confidence, and psychological safety that allows students to learn. The findings of Lee, Smith, Perry, and Smylie (1999) suggest that gains in student achievement require both high academic expectations and the social support necessary for students to achieve.

Teachers are decision makers and problem solvers working in a very complex environment with multiple, simultaneous demands on their time and attention. Mere mindless application of techniques based on research and learned by rote is not sufficient to solve the problems of teaching; prospective teachers must learn to practice reflectively (Schon, 1987). Teachers who conceive of and conduct themselves as learners provide a model for students and are better able to help students succeed as learners (Sternberg, 1987). Ongoing professional growth is a hallmark of quality in teaching.

High quality in teaching is also a function of caring; school relationships characterized by caring promote growth among teachers as well as students (Noddings, 1992). As Palmer (1998) described it, good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher. Good teachers' methods vary widely, but they consistently create connections among the teacher, the students and the subject; they build a community. Sergiovanni (1992) spoke of schools becoming "virtuous enterprises;" Chaskin and Rauner (1995) urged us to search for ways to build caring into the environments in which young people develop. Teachers who care for and serve the best interests of their students are fulfilling a spiritual principle (Philippians 2:4); they are demonstrating love and exercising Biblical servant-leadership.

In addition to valued research on quality in teaching, students can provide insightful and articulate observations on excellence in teaching. In the fall of 2003, the entering freshmen at North Greenville University were required to write an essay for freshman English placement based on one of two writing prompts: What is an excellent student? or What is an excellent teacher? A College of Education faculty member analyzed 145 responses to the question of what is an excellent teacher. Not surprisingly, students focused on those qualities and characteristics correlating to our philosophy and, ultimately, our outcomes that define excellence in teaching. Students identified a caring, compassionate, selfless, and sacrificial teacher who "goes the extra mile" by staying late, being available, knowing students' needs, and expressing a willingness to help. Students also identified knowledge of the subject, a demonstration of a variety of teaching and classroom

management skills, personal traits of fairness, loyalty, and honesty, and a commitment to lifelong learning as characteristics of the excellent teacher. Finally, students identified recognition of individual differences reflected in proficiencies such as, providing different learning activities for different types of students, answering and assisting all students, and adapting to differences in learning and teaching styles.

Additionally, a fundamental area that must permeate all educational programs is multicultural education. Teacher candidates must be prepared for an environment requiring diverse and complex human responses, both cognitively and affectively. The cultural fusion into a melting pot of cultures is no longer the reality; rather, it is a mosaic of many colors and forms, each piece of which retains its uniqueness. In contrast, the racial and ethnic composition of American teachers continues to be primarily white female (Chisholm, 1994, p. 3). As reflective practitioners, teacher candidates must develop an awareness of their own cultural perspective. Teacher candidates must also develop a cultural competence to function comfortably in a culture different from their own. Teacher candidates must develop and appreciate all aspects of culturally diverse groups, including their values, stories, art, music, religions, and learning styles. They must recognize the close links of cultural roots and cognition in order to adapt with appropriate teaching styles (Boykin, 2000).

Recognizing also the importance of preparation of teacher candidates for a broader societal scope, we collaborate with those state and national program directives that articulate standards to develop a common core of knowledge and skills to be acquired by all new teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has developed standards based upon shared views within the profession of what constitutes professional teaching. In addition, the South Carolina Department of Education has articulated performance dimensions as a component of the Assisting, Developing and Evaluating Professional Teaching System (ADEPT). These expectations are based on a large repertoire of knowledge and skills that provide the foundation for competent practice (SCTeachers.org), and are required in all South Carolina teacher education programs for teacher evaluation and improvement.

The College of Education recognizes that learner-centered, constructivistic, experiential, collaborative and reflective approaches to instruction promote deep, powerful, meaningful learning, both in teacher education and K-12 schooling (e.g., Darling-Hammond, 1997; Gardner, 1999; Zemelman, Daniels & Hyde, 1998). We find ourselves on a trajectory of growth toward deeper understanding, more effective practice and enhanced capacity to facilitate such learning with our teacher candidates.

Based ultimately on a spiritual foundation, the program prepares candidates according to these principles:
- Candidates prepare to become caring, committed practitioners through a logical, coherent, knowledge-based program which allows them to develop their abilities through guided experience in the field.
- The program is aligned with professional (INTASC), (ACEI), (ISTE), and state (ADEPT) standards and policies.
- Desired outcomes for candidates are clearly articulated and constitute the objectives for each course and learning experience conducted within the program.

Candidates who meet these objectives for knowledge, skills and dispositions, articulated as proficiencies, will be competent in subject matter knowledge, as well as be able to facilitate learning and to nurture the self-concept and self-efficacy of all learners. They will also be able to serve schools as caring leaders and be practicing members of the "club of life long learners" (Smith, 1983).

ENGLISH LANGUAGE ARTS CONCEPTUAL FRAMEWORK

The English Department of the College of Humanities began offering a Bachelor of Arts in English in the fall of 2001. In conjunction with the College of Education, the College of Humanities proposed a second degree program, a Bachelor of Arts (BA) in English Language Arts Secondary Education, in the fall of 2007.

The following purpose statement was developed for the initial degree program in English and will continue as the purpose statement for the content courses offered as part of the BA degree in English Language Arts—Secondary Education.

Purpose Statement and Specific Learning Outcomes for the Major

The purpose of the English program at North Greenville University is to offer a liberal arts-based curriculum that leads to a Bachelor of Arts degree in English and a Bachelor of Arts in English Language Arts Education.

In keeping with the university's Statement of Purpose, these programs seek to enable students to integrate academic discipline, a Christian lifestyle, and an enriched cultural experience by offering course work that prepares students to pursue advanced studies in graduate school or to enter into English-related employment. With the additional offering of a secondary education component, this program will prepare students to teach English on the secondary level upon graduation.

The Department of English works with students majoring in English so that they will have the opportunity to read diverse literature with insight and pleasure and to write with critical facility and imagination. Graduates of the English Language Arts Education major should have the ability to write clear expository prose, to think and read critically, and to demonstrate an understanding of different literary genres and the scope of literature. To accomplish these goals, the Department has established the following:

Students majoring in English will

1. Develop the ability to use the written and spoken word to communicate effectively and creatively on a wide range of literary topics
2. Develop the ability to think critically and to apply analytical reasoning to the interpretation of various literary genres
3. Develop an understanding of the historical and cultural context of literature, seeing it as a reflection of the thoughts of diverse peoples and time periods
4. Develop the technological and informational skills necessary to research and communicate successfully in an electronic age.
5. Develop an awareness of the way in which faith integrates into learning.

Thus, in conjunction with the College of Education, the aim of the English Language Arts Secondary Education program at North Greenville University is to prepare teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

Philosophy of English Education

The English Department of North Greenville University has adopted the following description of English Education that was created in part as a result of the 2005 <u>Conference on English Education Leadership and Policy Summit</u>, Suzanne Miller, CEE Chair, and Dana L. Fox, CEE Leadership and Policy Summit Chair.

What is English Education?

Beliefs Statement

The field of English education encompasses three dimensions: (1) the teaching and learning of English, broadly and inclusively defined; (2) the preparation and continuing professional support of teachers of English at all levels of education; and (3) systematic inquiry into the teaching and learning of English. To accomplish this important work, English educators conduct interdisciplinary inquiry by drawing on English studies, education, the scientific study of human behavior, and related fields. They transform theory and research in these fields into pedagogical-content questions as a basis for enhancing the understanding of the teaching and learning of English in all of its manifestations.

Central to the task of English educators is the preparation and support of teachers who, in turn, prepare learners to be creative, literate individuals; contributors to the cultural, social, and economic health of their communities; and fully participating and critically aware citizens of our democracy in a complex, diverse, and increasingly globalized world.

What follows is a brief explication of these three dimensions of English education, along with a listing of associated core values.

1. **The field of English education is concerned with the teaching and learning of English, broadly and inclusively defined.**
   English educators are deeply interested in educational theory and research; however, as *English* educators, they are equally engaged with the discipline of English studies, particularly as it translates to K-16 settings. The subject of English consists of that area of the curriculum responsible for preparing students, at any age, in the effective production and reception of the range of possible textual representations of human experience—in short, to become sophisticated writers and readers, broadly conceived. The ultimate goal of all literacy learning and experience is to foster an understanding of self and others through engagements in the wider world mediated by language. English educators understand that to meet this goal, they must conceive of English studies as encompassing a wide range of intellectual content, a wide variety of communicative genres and literacy practices, pluralistic and inclusive approaches to literacy use and instruction, and diverse ideological perspectives. English educators value this intellectual diversity, and they strive to introduce pre- and in-service teachers to the complexity and richness of the field.

Associated Core Values:

- English educators promote the understanding among pre- and in-service teachers that language is used for multiple purposes within multiple meaning-making and communicative contexts.
- English educators model and strive to foster in K-16 students the mastery of personal, civic, and cultural literacy's. *Personal literacy* includes engagement with reading, writing, and popular media that will bring students personal satisfaction, foster a sense of connection with themselves and those around them, and promote lifelong learning; *civic literacy* involves working with ideas and information that students will need to be mature, productive, and responsible citizens, and *cultural literacy* involves familiarity
- with stories, plays, poems, speeches, essays, and similar texts that will help students identify with their culture and empathetically understand the cultures of others.

- English educators encourage pre- and in-service teachers to connect K-16 students' personal and intellectual needs to specific literacy and language practices through the appropriate selection of instructional materials and assignments.
- English educators promote and facilitate ways of teaching literacy that rely on the latest research in communication and language use. Committed to the fact that literacy involves active meaning making on the part of all participants, English educators encourage pre- and in-service teachers to foster language competence in a variety of genres, contexts and situations as they are continuously mediated by a plurality of social, cultural, and ideological factors.
- English educators are committed to promoting and facilitating the effective teaching of reading, viewing, and authoring of various types and genres of texts by and about individuals of both genders and representing diverse groups in terms of race, ethnicity, culture, and class.
- English educators strive to provide access for pre- and in-service teachers to the intellectual traditions and debates that inform English and education.
- English educators resolve to teach pre- and in-service teachers how to recognize the creative and critical literacy achievement of students of all backgrounds and abilities and to foster within them a sense of agency and critical engagement with the world, while also being able to identify, diagnose and address K-16 students' difficulties with literacy learning.
- English educators recognize the value of communication technologies for pedagogical and research purposes, including emerging digital media and various other technologies that facilitate and enable the use of multiple forms and genres of literate communication. They assist pre- and in-service teachers in effectively integrating these technologies in their classrooms.
- English educators recognize and seek to convey to pre- and in-service teachers that English studies are a contested subject that encompasses multiple fields of inquiry and ideological perspectives.
- English as a subject encompasses culture and cultural literacy; therefore, English educators encourage the teaching of classic literary texts when appropriate, in addition to other valued literary genres, including young adult literature; creative nonfiction; contemporary popular fiction; web-based texts and media productions; film; written, spoken or scripted texts, and the variety of aural and visual media configurations constantly being invented.

2. **The field of English education seeks to prepare and support teachers of English language arts.** English educators encourage and value English language arts teachers at all levels of education who inquire into, critically assess, reflect on, and adjust their own teaching practice and the curricula, standards, and current practices in their field. Therefore, English educators as teacher educators instruct and mentor pre- and in-service teachers as they gain pedagogical expertise, become content area experts, and create (and re-create) their professional identities. As reflective practitioners themselves, English educators exemplify and sponsor teaching practices that promote social justice in the classroom and entail the active use of language to construct, examine, and communicate knowledge in a world of diverse and often contested ideas and values.

Associated Core Values:

- English educators strive to teach in ways that are informed by their own practice in the field, their deep understanding of seminal research and theory, and the intellectual traditions and debates in the English language arts.
- English educators promote and value awareness of the ethnic, racial, linguistic, and cultural diversity in K-16 schools and are able to provide the knowledge and resources for pre- and in-service teachers to effectively teach in such diverse settings.
- English educators promote the professional development of pre- and in-service teachers through a variety of means, including university courses, mentoring, and such related professional venues as internships, in-service workshops, field experiences, partnership development with schools, conference presentations, and professional organizations.

- English educators encourage pre- and in-service teachers to engage in ongoing self-renewal as professionals.
- English educators endeavor to assume roles as leaders, heighten their political awareness, and become increasingly active in the consideration and making of educational policy, and they encourage pre- and in-service teachers to do so as well.
- Working with colleagues at the local, state, and national levels, English educators act as advocates to shape public educational policy and secure resources that will support effective K-16 English language arts teaching.
- English educators understand the tensions and contradictions inherent in teaching within educational systems that reflect sometimes competing interests and ideologies and work to foster a sophisticated and nuanced sense of these tensions and contradictions in the teachers with whom they work.
- English educators promote an awareness of the complexities of teaching and learning so that they can help pre- and in-service teachers learn to negotiate between the learner and content within complex and sometimes competing institutional, cultural, political, and ideological contexts.
- English educators resolve to act as liaisons between higher education and the K-12 schools.

3. **The field of English education is built upon knowledge gained from systematic and multi-modal inquiry into the teaching and learning of English.**
   English education is built upon the knowledge of diverse intellectual fields of inquiry, including, but not limited to, education, literary studies, linguistics, composition studies, philosophy, psychology, anthropology, and sociology. However, English education also has its own intellectual traditions and unique knowledge base, which support its research, scholarship, and pedagogy. This knowledge base forms the academic foundation for most undergraduate and graduate English education programs. In constituting their vital, animated field, English educators regularly engage in various types of qualitative, quantitative, and mixed-method research seeking to answer questions and create theories instrumental in improving the teaching and learning of all aspects of English language arts, in particular, K-16 English teaching. Similarly, English educators encourage pre- and in-service teachers to engage in classroom-based inquiry to improve their practice, and they often collaborate in such research endeavors.

Associated Core Values:

- English educators are dedicated to contributing to the making of knowledge about English language arts learning and teaching. They know, contribute to, and continue to develop generative intellectual, moral, and aesthetic theories of literacy and language teaching, learning, and development.
- English educators are committed to conducting, publishing, and providing access to research for pre- and in-service teachers about the learning and teaching of English.
- Through doctoral level education, English educators strive to prepare and mentor the English education professoriate.
- English educators value and foster collaborative inquiry, including action research among all stakeholders, especially K-16 teachers.
- English educators resolve to exemplify the reciprocity of ongoing inquiry characteristic of reflective practice; they continue to learn from their own students as they foster learning for those same students.

Field Experiences

Spread out over five courses, the candidate will gain at least 100 hours of field experience in a 9-12 classroom setting including three diverse placements and a case study. The candidate must complete each Field Experience placement with a minimum score of 80 percent on the cooperating and supervising teacher evaluations.

1. **Introduction to Education (EDUC 1210)**. *This course is a pre-requisite to all other education courses.* A twenty-hour field experience requirement. An introduction to American education with the emphasis on the following topics: the teaching profession; analysis of the reasons for entering teaching and factors that influence these reasons; the characteristics of the present teaching force; the changing role of teachers; the school in an increasingly diverse society; the complexities of teaching; the current trends and issues in education and the role of the school with the community. Students also study the North Greenville University Teacher Education Handbook. The component has multiple assessments including a time sheet, cooperating teacher evaluation, candidate evaluation of the experience, and a list of activities in which the candidate participated, along with a reflective journal based on ADEPT standards and the Assessment of Dispositions (AOD). This course is taken fall semester freshman (first) year. *Two semester hours credit.*

2. **Educational Psychology (EDUC 3410)** *Pre-requisite: PSYC 2310 or PSYC 2385 as per your major.* A ten-hour field experience/case study component. This course is a study of theoretical and empirical perspectives on human growth, development and learning. Major topics considered include age-level characteristics, variability and diversity among students, learning theories, approaches to instruction, motivation, assessment and reflective teaching. Field-based experiences provide opportunities to study how these topics interrelate and are applied in classroom settings. The assessment includes a time sheet and the case study. The field experience for *either* EDUC 1210 or EDUC 3410 *may* not be in a 9-12 building or in an English Language Arts classroom, but one of the two *must* be in a 9-12 English Language Arts classroom. This course is taken spring semester sophomore (second) year. *Four semester hours credit.*

3. **Curriculum Development (EDUC 3290)** A twenty-hour field experience requirement. This course is an overview of the history and theories of curriculum development and their application to secondary schools. Students will be exposed to the processes of design and implementation of effective curriculum and learning based on prior field experiences philosophy education. Methods of curriculum development and evaluation will be studied and practiced. This course is taken fall semester junior (third) year. *Two semester hours credit.*

4. **Language Arts Methods (ENED 4310)** A thirty-hour field experience requirement.
The candidate will teach four mini-lessons and participate in a 9-12 classroom for thirty hours. The component has multiple assessments including a time sheet, cooperating teacher evaluation, mentor notes, supervising teacher evaluation, lesson evaluations, candidate evaluation of the experience, the assessment of dispositions, and the final grade in the course includes the field experience. This course is taken spring semester junior (third) year. *Three semester hours credit.*

5. **Reading in the Content Area (EDUC 3395)** A twenty-hour field experience requirement. The purpose of the class is to acquaint candidates with the theories, principles, goals, and methods of integrating the language arts (reading, writing, speaking, and listening) throughout content area curricula, so students will be able to use reading, writing, speaking, and listening to acquire information, create knowledge, express and share ideas, ask questions and raise issues, pursue answers, argue points, come to consensus, and communicate and collaborate with others. This involves language learning and using language to learn. The IRA and NCTE curricular standards serve as a foundation for course content. This course is taken fall semester senior (fourth) year. *Three semester hours credit.*

Summary of Field Experiences

	Course Number	Semester Taken	Field Experience Hours
Introduction to Education	EDUC 1210	Fall Semester, Freshman (1st) year	20 hours
Educational Psychology	EDUC 3410	Spring Semester, Sophomore (2nd) year	10 hours
Curriculum Development	EDUC 3290	Fall Semester, Junior (3rd) year	20 hours
English Language Arts Methods	ENED 4310	Spring Semester, Junior (3rd) year	30 hours
Reading in the Content Area	EDUC 3395	Fall Semester, Senior (4th) year	20 hours

Bachelor of Arts Degree in English Language Arts – Secondary Education

Suggested Course Sequence

First Year

Fall Semester			Spring Semester		
___ COLL 1100	1		___ ENGL 1320	3	
___ ENGL 1310 Comp & Rhetoric	3		___ Modern Language 1320	3	
___ CHST 1320 New Testament	3		___ MATH 1315 or higher	3	
___ BIOL 1XXX Biology	4		___ PHSC 1XXX. Phys. Sci.	4	
___ PHED Health & Wellness	2		___ HIST 1350 West Civ to 1715	3	
___ EDUC 1210 Intro to Education	2		___ EDUC 2230 Foundations of	2	
(20 hours field experience)			Education		
___ MUSC 1150 Intro to History of Music	1.5		___ CHPL	.5	
___ ARTS 1150 Intro to History of Art	1.5				
___ CHPL	.5		___ CEVT	.5	
___ CEVT	.5			19	
	19				

Second Year

___ ENGL 2300 Multicultural Lit.	3		___ PSYC 2385 Adolescent Psychology	3	
___ EDUC 2300 Foundations of Reading	3		___ Modern Foreign Language 2320	3	
___ Modern Foreign Language 2310	3		___ ENGL 2340 American Lit II	3	
___ ENGL 2310 British Lit I	3		___ EDUC 1215 Integration of	2	
			Technology		
___ ENGL 2330 American Lit I	3		___ ENGL 2320 British Lit II	3	
___ ENGL 3315 Advanced Grammar	3		___ EDUC 3410 Educational Psych	4	
			(10 hours field experience)		
___ CHPL	.5		___ CHPL	.5	
___ CEVT	.5		___ CEVT	.5	
	19			19	

Third Year

___ ENGL 3305 Literary Theory	3		___ ENGL 3380 Young Adult Lit	3	
___ ENGL 4300 Literary Research	3		___ ENGL 4305 Intro to Comp Theory	3	
___ ENGL 4315 Shakespeare's Tragedies	3		___ ENGL Cultural Identity Lit Elective	3	
___ EDSE 4340 Classroom Management*	3		___ ENED 4310 ELA Methods*	3	
			(30 hours field experience)		
___ EDSE 3290 Curriculum Development*	2		___ ENGL 3000-4000 Upper Level	3	
(20 hours field experience)			Literature		
___ EDUC 3350 Exceptional Learner	3		___ COMM 2300 Oral Communication	3	
___ CEVT	.5		___ CHPL	.5	
___ CHPL	.5		___ CEVT	.5	
	18			19	

Fourth Year

___ HIST 1360 West. Civ. Since 1715	3		___ EDSE 4600 Directed Student Teach*	12	
___ ENGL 4390 Sr. Seminar	3		___ CHPL	.5	
___ ENGL Eng Language Elective	3		___ CEVT	.5	
___ EDSE 3395 Reading & Writing in the	3			13	
Content Area*					
(20 hours field experience)					
___ CHST 2335 World Religion	3				
___ CHPL	.5				
___ CEVT	.5				
	16				

*Requires admission to Teacher Education Program for Secondary Education

**Any deviation from this Suggested Course Sequence may require additional semesters.

INDIVIDUAL CURRICULUM WORKSHEET

B.A. ENGLISH LANGUAGE ARTS Secondary Education (Spring 2016)

NAME_____

I.D.#_____

GENERAL EDUCATION (53)	HRS	GR	SEM
COMPOSITION **(6)**			
ENGL 1310	3		
ENGL 1320	3		
MULTICULTURAL LITERATURE **(3)**			
ENGL 2300	3		
CHRISTIAN STUDIES (CHST 1320 and 2335) **(6)**			
CHST 1320	3		
CHST 2335	3		
COMMUNICATION/MASS COMMUNICATION **(3)**			
COMM 2300	3		
HISTORY **(6)**			
HIST 1350	3		
HIST 1360	3		
MATHEMATICS **(3)**			
MATH 1315 or higher level _____	3		
FINE ARTS **(3)**			
MUSC 1150 (Intro. to the History of Music) ARTS 1150 (Intro. to the History of Art)	1.5 1.5		
NATURAL SCIENCES **(8)**			
Biological Science	4		
Physical Science	4		
PHYSICAL EDUCATION **(2)**			
PHED 1200	2		
COLL 1100 (HNRS 1210 or COLL 1300)	1-3		
FOREIGN LANGUAGE (1320 or higher) **(9)**			
_____ 1320	3		
_____ 2310	3		
_____ 2320	3		
PSYCHOLOGY **(3)**			
PSYC 2385 (Adolescent Psychology)	3		

LANGUAGE ARTS REQUIRED COURSES (24)	HRS	GR	SEM
ENGL 2310—British Literature I	3		
ENGL 2320—British Literature II	3		
ENGL 2330—American Literature I	3		
ENGL 2340—American Literature II	3		
ENGL 3305—Literary Theory	3		
ENGL 4315—Shakespeare's Tragedies	3		
ENGL 4390—Capstone Senior Seminar	3		
ENED 4310—English Language Arts Methods ***	3		
LANGUAGE USAGE REQUIRED COURSES (21)			
ENGL 3315—Advanced Grammar	3		
ENGL _____—Language Elective (Linguistics, History of English Lang, or TESOL)	3		
ENGL 4305—Intro. to Composition Theory	3		
ENGL 4300—Literary Research	3		
ENGL 3380—Young Adult Literature	3		
ENGL _____—Upper Level Lit. Masterpiece Electives	3		
ENGL _____—Cultural Identity Lit. Elective	3		
EDUCATION REQUIREMENTS (36)			
EDUC 1210—Introduction to Education **	2		
EDUC 1215—Integration of Technology	2		
EDUC 2230—Foundations of Education	2		
EDUC 2300—Foundations of Reading	3		
EDSE 3290—Curriculum Development**	2		
EDUC 3350—The Exceptional Learner	3		
EDUC 3410—Educational Psychology*	4		
EDSE 3395-Reading & Writing in the Content Area**	3		
EDSE 4340—Classroom Assessment & Management	3		
EDSE 4600—Directed Student Teaching for Secondary Education	12		
*Field Experience = 10 hours **Field Experience = 20 hours ***Field Experience = 30 hours			
TOTAL Hours for Degree not including CEVT/CHAPEL	**134**		

TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

Spring 2016

TO: COOPERATING TEACHERS IN SECONDARY SCHOOLS

FROM: ANDY HODGES
**   COORDINATOR OF SECONDARY EDUCATION**
**   NORTH GREENVILLE UNIVERSITY**

Thank you for agreeing to work with one of teacher candidates this semester. I hope you are looking forward to working with our teacher candidates and North Greenville University.

As one component of completing the requirements for a teaching certificate in South Carolina, one of our teacher candidates will be in your school this semester to complete a field experience. The candidate will be participating in a variety of activities including lesson planning and teaching. The NGU supervising teacher will specify the assignments the candidate must complete. The candidate will also have several evaluations as documentation we would like you to complete. In addition, the NGU supervising teacher will be visiting the candidate in the field experience setting to observe our candidates conducting lessons and to act as a resource for you. If necessary, they will help you complete, or answer any questions you may have concerning the evaluation form you will complete at the end of the semester. This form tells us how well our teacher candidates are meeting the objectives of our Conceptual Framework.

Thank you for participating in the preparation of future teachers of quality for the state of South Carolina.

Please call me at 864-977-7064 or email me at Andrew.Hodges@ngu.edu if you have any concerns or questions regarding the field experience at NGU.

Andy Hodges
Secondary Education Department Head, Placement Coordinator, Instructor
North Greenville University
College of Education

Junior First Semester Lesson Plan Scoring Sheet
(for use with written lesson plans)

Candidate:……………………………………Semester………Subject……………

Assessment for Lesson Plans: THE EFFECTIVE PRACTITIONER

Criteria	Target (5-4)	Acceptable (3-2)	Developing (1-0)	Score:
1. Lesson Plans addresses SC state standards				___ x 0.1=____
2. Learning objectives are clear				___ x 0.2=____
3. Activities and procedures are evident				___ x 0.2=____
4. Materials and resources are indicated				___ x 0.1=____
5. Questioning and higher order thinking skills included				___ x 0.2=____
6. Assessment is included				x 0.2=____
			TOTAL	

Comments:

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   Faculty Evaluator:…………………………………………Date:…………………………………………

Revised Spring 2016

LESSON PLAN TEMPLATE FOR COLLEGE OF EDUCATION
(Conceptual Framework Objectives Addressed)
Lesson Title:
Grade:
State Standard:
1.C.1 *Student teachers uses curriculum that is based on state and national curriculum*
standards.

Learning Objectives: The student will be able to:
1.C.2 *Student teacher develops short range plans that reflect an understanding of the*
importance of aligning curriculum, instruction, and assessment.

Activities/Procedures:
What will you and the students be doing during this lesson?
How will you begin/introduce the lesson? How will prior learning be activated?
How will other areas of the curriculum be integrated?

1.C.2 *Student teacher develops short range plans that reflect an understanding of the*
importance of aligning curriculum, instruction, and assessment.

1.A.2 *Student teacher integrates content across the curriculum.*

Accommodations:
How will students' individual differences in rates of learning, styles of learning,
interests, and needs be accommodated?

Materials: What resources/materials will be needed during this lesson?
1.B.1 *Student teacher provides content from multiple sources and in varied formats.*

Questioning: Develop questions on various levels of the Taxonomy of Bloom. Identify
the level that corresponds to each question.
2.B.2 *Student teacher uses methods of instruction that emphasize critical thinking and*
flexible approaches to problems.

Assessment: How will you know that the students met the objectives(s) of the lesson?
1.C.2 *Student teacher develops short range plans that reflect an understanding of the*
importance of aligning curriculum, instruction, and assessment.

1.D.2 *Student teacher develops short range plans that reflect an understanding of the*
importance of aligning curriculum, instruction, and assessment.

Lesson Plan Template English Language Arts Secondary Education

Lesson Title:

Grade:

NCTE Standard(s):
State Standard(s):

Learning Objective(s): The student will be able to:

Essential Question(s)/issue(s):

What prior knowledge or skills are needed?
- **What specialized vocabulary will you include?**
- **What historical note will you include?**

Key Vocabulary:
- **What words will I introduce, define, and use in the lesson?**

Activities/Procedures: (Write out in relevant detail so that a substitute could follow the lesson or attach notes, assessments, PowerPoint presentations.)
- What will you and the students do during this lesson?
- How will you begin/introduce the lesson? How will prior learning be activated?
- How will students' individual differences in rates of learning, styles of learning, interests, gender, ethnic differences and needs be accommodated? How will you show equity to all students?
- Did you write out all the illustrations/examples you will use in the lesson? Do you have extra illustrations/examples to use if needed?

Technology and other resources:
- Describe your technology use and rationale.

Authentic contexts:
- List any examples that you will use to tie the lesson to real world issues. Explain how they will enhance the lesson.

Accommodations: Required by law. How will you meet the learning needs of all students in the class? (How will you show equity to all students?)
- How will students' individual differences in rates of learning, styles of learning, interests, gender, ethnic differences, and needs be accommodated?
- Include activities for the auditory, visual, and kinesthetic learner.
  - Example(s):
- Include how accommodations will be made for resource, ESL, and/or gifted students.
  - Resource:
  - ESL:
  - Gifted:

Closure:
- How will you check for understanding?
- What is your formative assessment?
- How will you set the stage for the next lesson and make connections to the past lessons?

Materials:
- What resources/materials will be needed during this lesson?

Questioning:
- Develop questions on various levels of the Bloom's Taxonomy or Webb's Depth of Knowledge. Identify the level that corresponds to each question. Include at least three levels of questions during the lesson and make sure you ask them during the lesson.

Assessment:
- How will you know that the students met the objective(s) of the lesson? How will assessments accommodate the differences in the students? Return to the essential question(s) in the wrap-up/closure.

Reflection:
- What learning took place during the lesson? How well did students grasp the concepts? What was the level of their understanding? What will you do differently on the next lesson to help students learn on deeper levels? Be careful not to focus on your performance but rather student participation and student learning. Describe how you impacted student learning and how you know you impacted student learning.

North Greenville University
English Language Arts Education Lesson Scoring Sheet
(for use when observing English Language Arts Education majors in their
field experiences & in student teaching)

Teacher Candidate: _____   Date: _____

School: _____   Cooperating Teacher: _____

Name of Class in which Student is teaching: _____

Observation # _____ of _____ (total)   Time entered: _____ Time left: _____

University Mentor: _____

Student is enrolled in (circle one) :   EDUC 3290   EDUC 3395   ENED 4310   EDSE 4600

Title/Topic of Observed Lesson: _____

Part I -- Pedagogy

Indicator: Assesses all components of NCTE Pedagogy standards, ADEPT, and Conceptual Framework	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	NCTE Standard(s)
I. EFFECTIVE PRACTITIONER: The candidate:					
a. Uses correct grammar when **communicating**					II.1, II.2
b. **Plans instruction** to meet the needs of, and accommodate all learners					III, IV
c. Accurately demonstrates English language arts **content**					I, II
d. Uses a variety of **instructional approaches** to build knowledge and accommodate learners					V
e. Appropriates **classroom management** strategies to make effective use of **time and pace in** instruction to build English language arts content					V
f. Includes **clearly defined objective or essential question and authentic contexts**					III, IV
II. CARING LEADER					
a. Displays a **responsiveness** to student needs and shows **fairness to all students.**					V
b. Engages students in **higher order thinking skills in authentic contexts**.					III, IV
III. LIFE LONG LEARNER					
a. **Impacts student learning** by checking for understanding and assessing learning.					V
b. Demonstrates **effective use of resources including technologies to further enhance learning/adjusts to clear misunderstandings.**					III, IV

Part II. Use of technology
Describe how the teacher candidate used technology during the lesson.

Part III. Accommodations for student learning
Give examples of how the teacher candidate made accommodations for diverse learning styles.

Part IV. NCTE Thematic Standards

It is not expected that a student will address all standards in each lesson; however, each student should address at least two standards at a proficient or exemplary level in each lesson. See rubric below.

Taught in this lesson	Themes	Degree of Proficiency (see attached rubric)
☐	1. Culture	4 3 2 1
☐	2. Dimensions of Human Experience (philosophical, ethical, aesthetic)	4 3 2 1
☐	3. Variety of Strategies in Text Presentation (comprehension, interpretation, evaluation, appreciation)	4 3 2 1
☐	4. Variety of Strategies in Language Presentation (spoken, written, visual)	4 3 2 1
☐	5. Variety of Strategies in Composition Presentation	4 3 2 1
☐	6. Language Structure and Conventions	4 3 2 1
☐	7. Research Assimilation	4 3 2 1
☐	8. Technology Integration	4 3 2 1
☐	9. Multiculturalism	4 3 2 1
☐	10. Second Language Acquisition and Accommodation	4 3 2 1
☐	11. Literacy Communities	4 3 2 1
☐	12. Communication	4 3 2 1

Part V. Narrative Section
Please write any comments that will help clarify the above rankings. At a minimum, provide a written explanation for each line in Part I above that received a 2 or a 1.

Part IV -- NCTE Thematic Standards Rubric

Thematic Standards Addressed	4 Distinguished	3 Accomplished	2 Developing	1 Beginning
Theme 1 Culture	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 2 Dimensions of Human Experience (philosophical, ethical, aesthetic)	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 3 Variety of Strategies in Text Presentation (comprehension, interpretation, evaluation, appreciation)	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 4 Variety of Strategies in Language Presentation (spoken, written, visual)	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 5 Variety of Strategies in Composition Presentation	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels,	This standard addressed accurately, although simplistically. Lesson content was accurate, and an	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student	This standard was not addressed in this lesson.

	and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	attempt was made to assess student learning.	learning.	
Theme 6 Language Structure and Conventions	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 7 Research Assimilation	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 8 Technology Integration	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 9 Multiculturalism	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.

Theme 10 Second Language Acquisition and Accommodation	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 11 Literacy Communities	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
Theme 12 Communication	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.

English Language Arts Education Part I Rubric

Standards	Distinguished - 4	Accomplished - 3	Developing – 2	Beginning - 1
1.a Communication **NCTE II.1, II.2 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B**	Consistently uses correct grammar/standard English and appropriate, content-specific terminology.	Usually uses correct grammar/standard English and appropriate, content-specific terminology.	Occasionally uses correct grammar/standard English and appropriate, content-specific terminology. May use fillers such as "um," "like," and "you know."	Rarely uses correct grammar/standard English; incorrectly uses content-specific terminology; repeatedly uses fillers such as "um," "like," and "you know."
1.b Planning Instruction **NCTE III, IV SC-ADEPT SC-NGU-COE-CF.1.**	Lesson consistently demonstrates excellence and confidence in planning instruction. Instruction is clearly aligned with SC content standards and NCTE thematic standards, and accommodates diverse learning styles.	Lesson mostly demonstrates excellence and confidence in planning instruction. Instruction is mostly aligned with SC content standards and NCTE thematic standards, and accommodates diverse learning styles.	Lesson demonstrates some ability to plan instruction aligned to SC Content standards and NCTE thematic standards. There is an attempt to accommodate diverse learning styles.	Lesson does not demonstrate the ability to plan instruction aligned to standards or learning styles. No attempts made to accommodate diverse learning styles.
1.c Content **NCTE I, II SC-ADEPT-06.6.A SC-NGU-COE-CF.1,A**	Content is consistently appropriate for the class and level of student. Consistently uses accurate information, and demonstrates thorough preparation and confidence in content knowledge.	Content is mostly appropriate for the class and level of student. Usually uses accurate information, and demonstrates thoroughness of preparation.	Although content may be aligned with standards, important factual errors may be included. Some may be self-corrected during instruction.	Lesson contains major factual errors that are never self-corrected during instruction. Standards are not addressed.
1.d Instructional Approaches **NCTE V SC-ADEPT-06.6.A SC-NGU-COE-CF.1,A**	Pedagogy consistently accommodates diverse learning styles, involves all students in the lesson, and is generally exemplary of best practices in English language arts education.	Pedagogy usually accommodates diverse learning styles, involves all, or nearly all, students in the lesson, and is generally exemplary of best practices in English language arts education.	Pedagogy attempts to accommodate diverse learning styles. Several students were conspicuously uninvolved in the lesson.	Pedagogy suggests little, if any, attempt to accommodate diverse learning styles. Teacher conspicuously struggles to engage the students in the lesson throughout the entire time.
1.e Classroom Management & Time **NCTE V SC-ADEPT-6.6.A SC-NGU-COCF.1.A**	Is consistently aware of the time needed to start, complete, and conclude each aspect of the lesson. Employs with excellence and effectiveness, classroom management strategies that consistently facilitate all students' engagement with instruction.	Is usually aware of the time needed to start, complete, and conclude each aspect of the lesson. Usually employs classroom management strategies to facilitate students' engagement with instruction.	Some conspicuous moments of not having been properly aware of the time needed to complete aspect(s) of the lesson negatively impacted full and proper execution of the lesson plan. Some shortcomings in classroom management skills are evident.	Multiple parts of the lesson plan indicated an unawareness of time. Classroom management skills are obviously lacking in multiple areas.
1.f Objectives NCTE III, IV SC-ADEPT-06.3.A SC-NGU-COE-CF.1.2	Objectives and standards (and essential question if required) are clearly stated and addressed throughout lesson and closure. Authentic contexts are effectively incorporated.	Objectives and standards (and essential question if required) are clearly stated, but little attention is given to them during the lesson and closure. Authentic contexts are incorporated.	Objectives and standards (and essential question if required) being addressed are not clearly stated for class. There is an attempt to incorporate authentic context pedagogy.	No objective or standard is referenced during the lesson, nor is there any effort at authentic context pedagogy.

2.a Responsiveness **NCTE V** **SC-ADEPT-06.8.A** **SC-NGU-COE-CF.2.C**	Effectively responds to student feedback (of all kinds) during lesson and uses that information to facilitate student learning by better utilizing available resources, adjusting instruction, and proactively aborting potentially disruptive behaviors. Effectively encourages social interaction, active engagement in learning, and self-motivation. Candidate exhibits genuine care for students, respects their individuality, and is fair to all students.	Makes noticeable effort to respond to student feedback for purposes of adjusting instruction and proactively aborting potentially disruptive behavior. Encourages active engagement in learning and self-motivation, respects the individuality of students, and is fair to all students.	Sometimes misses student feedback and fails to make adjustments as needed. Misses opportunities to encourage students' active engagement and self-motivation, and exhibits traits that could be seen as inequitable treatment of students.	Lesson plans proceed as planned without responding to student feedback of any kind. Teacher obviously has "favorite" students.
2.b Higher Order Thinking **NCTE III, IV** **SC-ADEPT-06.4.B** **SC-NGU-COE-CF.2.B**	Candidate skillfully and appropriately moves instruction between all levels of leaning, with an emphasis on higher order thinking skills, according to Bloom's Taxonomy or Webb's Depth of Knowledge, in authentic contexts.	Candidate attempts to appropriately shift instructional techniques between all levels of leaning, with emphasis on higher order thinking skills, according to Bloom's Taxonomy or Webb's Depth of Knowledge, in authentic contexts.	Candidate makes little effort to shift instruction between all levels of leaning, but rather focuses on lower level thinking as defined by Bloom's Taxonomy or Webb's Depth of Knowledge. Little emphasis on authentic contexts.	All instruction is conducted at the most basic levels of learning, with no effort to teach at higher levels in authentic contexts.
3.a Impact on student learning **NCTE V** **SC-ADEPT-06.7.A** **SC-NGU-COE-CF.3.C**	Candidate's lesson shows a clear link between their ability to assess student learning and to adjust instruction in such a manner as to positively impact student learning. Evidence provided that candidate is becoming a reflective teacher.	Candidate's makes a strong effort to assess student learning and to adjust instruction in such a manner as to positively impact student learning. Candidate not as reflective as supervisor would like.	Although candidate may adjust instruction, it is unclear how such adjustments are informed by their assessment of student learning. Candidate appears to poorly read student feedback.	Candidate does nothing to adjust instruction according to student feedback.
3.b Technology use **NCTE III, IV** **SC-ADEPT-06. 3A** **SC-NGU-COE-CF 3.C**	Technology is used skillfully and effortlessly to facilitate and enrich instruction.	Although there might have been difficulties using technology, the candidate was generally well prepared to use it, and might have been victim to circumstances beyond their control.	Teacher appears to have not practiced using aspects of the technology included in instruction, or to not have made any effort to include technology in the lesson.	Lesson does not incorporate any technology.

Lesson Plan Scoring Rubic: The Lifelong Learner

Criteria	Target 5	Acceptable 3	Developing 1
Communication of students' achievement 50%	Candidate's reflection indicates an ability to **clearly** communicate the results of students' assessments in order to evaluate the appropriateness of the instruction.	Candidate communicates **some** results of students' assessments.	Candidate **does not** communicate results of students' assessments.
Candidate Takes Responsibility 25%	Candidate's reflection **clearly** shows that the candidate takes responsibility for finding ways to help all students learn.	Candidate's reflection shows candidate takes responsibility for helping **some students** learn but not all students.	Candidate's reflection **does not** show that the candidate takes responsibility for finding ways to help all students learn.
Identification of Resources 25%	Candidate's reflection **clearly** identifies appropriate resources and techniques for helping all students learn.	Candidate's reflection indicates **some** resources and/or techniques. Some are appropriate for students.	Candidate's reflection **does not** identify resources or techniques for helping all students learn.

Performance dimensions are provided at levels 5, 3, and 1. Candidates can score at levels 2 or 4 based on their performance.

North Greenville University
College of Education

ENGLISH LANGUAGE ARTS METHODS COURSE
FIELD EXPERIENCE

Name_____**Semester/Year**_____ **20**_____

Placement School_____ **Subject(s) / Grade Level** _____ / _____

Cooperating Teacher_____

ATTENDANCE LOG

Week No.	Day	Time In	Out	Teacher's Initials

_____**Semester, 20**_____

Total Number of Hours_____
Total Number of Weeks_____

_____ _____   _____ _____
Cooperating Teacher's Signature   **Date**   **Student's Signature**   **Date**

Admission to ELA Teacher Education Program Worksheet

Student _____

Advisor _____

Date of University acceptance _____

Date of "Intent to Declare Major" letter _____

Date of Triplicate letter _____

SAT or ACT score: _____ (PRAXIS I exempt when SAT=1650 or ACT=24)

PRAXIS I scores   Assessment scores
Reading (passing=175): _____ Date: _____   Grammar (passing=80)   _____ Date: _____
Writing (passing=173): _____ Date: _____   Literary Terms (passing=80) _____ Date: _____
Math (passing=172):   _____ Date: _____

Date completed 45 hours _____
(including 12 hrs. of ENGL prefix courses and 12 hrs. of English Core classes)

GPA on date of completing 45 hrs. (min=2.5) _____

GRADES (C or above in each of the following courses):

Course	Grade	Sem/yr completed	Course	Grade	Sem/yr completed
ENGL 1310			EDUC 1210		
ENGL 1320			EDUC 1215		
ENGL 2300			EDUC 2300		
ENGL 2310			EDUC 2230		
ENGL 3315			EDUC 3350		
ENGL			EDUC 3410		
ENGL			COMM 2300		
ENGL					
ENGL					

ASSESSMENT OF DISPOSITIONS FORMS (from a ENGL prefix or English Core course)
#1
course: _____   professor: _____   date recv'd _____
#2
course: _____   professor: _____   date recv'd _____

Date Teacher Education Program Application Completed: _____

Problems or Concerns: _____

_____

_____

_____

_____

_____

English Language Arts Education: Individual Student Record

Name_____Student ID_____

Assessment	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Effective Practitioner	(Entrance to the program)	(Prior to Student Teaching)	(Student Teaching)	(Graduation)
GPA	GPA	GPA	GPA	GPA
Praxis l/Praxis 2 (Or SAT/ACT scores)		Read: Write: Math:	PLT ELA ELA	
ELA Writing Port	ELA Writing Port	ELA Writing Port		
Departmental Exams	Exam 1	Exam 2		
Admittance to TEP		Date:		
Field Experience Evaluations from Cooperating Teacher	FEE Intro	EDSE 3290— ENED 4310— EDSE 3395—		
Supervising Teacher Evaluations		EDSE 3290— ENED 4310— EDSE 3395—		
Lesson Plans/Unit		EDSE 3290—1 ENED 4310—4		
Research Project		Score:		
ADEPT Portfolio			APS 1 APS 2 APS 3 APS 4 APS 5 APS 6 APS 7 APS 8	
Teacher Work Sample			Elem 1 Elem2/3 Elem 4 Elem 5 Elem 6	
Principal's survey				Survey:
CARING LEADER				
Assessment of Dispositions (average)	AOD (Introduction to Education)	AOD—3 (Field Exp.) —-2 (General)	AOD	Chapel
APS 9			APS 9	
LIFELONG LEARNER				
Electronic Portfolio		Portfolio: Technology		
APS 10 Professional Affiliations				Cultural Events

Comments_____

_____

_____

_____

North Greenville University Field Experience: Assessment of Dispositions

Candidate_____Semester_____Average_____

Please rate 1-4: never = **1**; seldom = **2**; acceptable = **3;** consistently = **4 by writing the appropriate number in the box.**
Circle indicators that are weak for student and/or make specific comments below.

1.   EFFECTIVE PRACTITIONER

A.   Exhibits Professional Attitude

Indicators: *Confident, responsible, appropriate dress, punctual, meets deadlines,*
prepared, possesses self-efficacy, takes responsibility for own actions.

[ ]

B.   Values Communication

Indicators: *Communicates content enthusiastically, uses correct grammar, has*
good communication skills, able to relate and communicate with all stake holders.

[ ]

C.   Demonstrates a Positive Attitude toward Teachers/Students/Parents

Indicators: *Enthusiastic, goes the extra mile, meets the needs of all learners, values students,*
demonstrates patience with students, uses a variety of teaching and assessing strategies.

[ ]

D.   Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: *Loyal, flexible, cooperative, values teamwork, promotes the school, ethical,*
Demonstrates self-control, respectful of mentor, cooperating teacher, school officials, and parents.

[ ]

2.   CARING LEADER

A.   Promotes Nurturing and Kindness

*Indicators***:** *Tone of voice, word choices, interacts well with students, sensitive to students, is*
respectful, patient in class, praises students for positive work, keeps students on task.

[ ]

B.   Values Relationships

Indicators: *Keeps a confidence, shows concern for others' well-being, loyal, respectful, trustworthy,*
team player, able to work with others, and parents, cheerful positive and encouraging, helpful, giving.

[ ]

C.   Creates a Nurturing Environment

Indicators: *Includes all learners, creates a warm learning space, students are free from*
harassment, respects diverse learners, utilizes a variety of resources beyond the text.

[ ]

3.   LIFELONG LEARNER

A.   Values Professional Development

Indicators: *Engages positively in learning opportunities, joins professional organizations, keeps*
abreast of current issues, seeks learning opportunities, utilizes research to improve practice,
open to correction, makes every effort to improve lessons.

[ ]

B.   Takes Initiative

Indicators: *Is organized, prepared, contributes, plans, turns in work, produces quality work, ethical.*

[ ]

C.   Practices Reflective Inquiry

Indicators: *Understands effects of decisions on students, reads with a critical understanding, knows*
how to write reflections, understands consequences of actions, corrects misunderstandings quickly.

[ ]

COMMENTS: (Use the back if necessary.)

Signature: _____ Date: _____

The Assessment of Dispositions:
North Greenville University Classroom Aligned to NCTE Standard(s)

1. Effective Practitioner					
Disposition	**Distinguished**	**Accomplished**	**Developing**	**Beginning**	**Alignment**
A. Exhibits professional attitude	*Indicators: Is dependable, dresses professionally, is punctual, attends classes, meetings, etc., meets deadlines, and possesses teacher self-efficacy*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP1.1, COE 2A, APS10, NCTE I.1, IV.3, V.1, VI.1, VI.2, VII.1, VII.2
B. Communicates effectively	*Indicators: Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic, positively engages cohort, professors, and administrators*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 1B, APS 5, NCTE I.1, II.1, II.2, III.1, IV.1, V.1, V.2, V.3, V.4, VII.1, VII.2
C. Demonstrates a positive attitude toward teaching/cohort	***Indicators:*** *Demonstrates respect towards faculty/administrators, Practices collaboration in group work. Has a positive attitude towards supervision, shows enthusiasm in class, speaks positively about the COE program*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 2B, APS 8, NCTE V.2, V.3, V.4, VI.1, VI.2, VII.2
D. Displays a positive attitude toward the profession, colleagues, and authority	***Indicators:*** *Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports faculty, cohort, and administrators*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 2D, APS 10, NCTE V.1, VI.1, VI.2, VII.1, VII.2
2. Caring Leader					
A. Promotes nurturing and kindness	***Indicators:*** *Uses appropriate tone of voice, sensitive to cohorts, is patient, practices active listening, goes above and beyond to help others*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE2C, APS 8, NCTE V.2, V.3, V.4, VI.1
B. Builds relationships	***Indicators:*** *Is loyal, is trustworthy, is encouraging, is not critical, shows concern for*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2D, APS 10, NCTE V.1, V.2, V.3,

					VI.1, VI.2
C. Contributes to a conducive environment for learning	*Indicators: Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics, respects the ideas of others, celebrates learning*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2C, APS 8, NCTE I.2, II.3, III.1, III.3, III.5, IV.1, IV.2, IV.4, V.1, V.2, V.3, V.4, VI.1, VI.2
3. Lifelong Learner					
A. Engages in professional development	*Indicators: Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook, joins professional organizations*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 3A, APS 10, NCTE VI.1, VI.2, VII.1, VII.2
B. Leadership	*Indicators: Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work, demonstrates leadership on campus*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2A, APS10, NCTE V.4, VI.1, VI.2, VII.1, VII.2
C. Practices reflective inquiry	*Indicators: Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on others*	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 3C, APS 7, NCTE I.1, II.1, II.2, III.6, IV.2, V.1, V.2, V.3, V.4, VI.2

ELA Senior Seminar Portfolio Checklist

Candidates must include the following:

1. An essay demonstrating knowledge of rhetorical strategies: English 1310
2. An argumentative essay: English 1320
3. A research essay demonstrating the ability to create meaning from texts: English 1320 or 2000-level literature course
4. A research paper from an English 2000-level literature course
5. An example of an assignment using the processes of composing to create various forms of oral, visual, and written literacy: Oral Communications 2300; English 1310, 1320, or 2000-level literature course
6. An essay demonstrating the impact of cultural, economic, political, and social environments upon literature and/or language: English 2300; 2000-level literature course; or World Literature
7. An assignment demonstrating that the student can analyze different print and nonprint media and communications technologies (English 1310, 1320, 2000-level literature course, 4345 [Literature and Film]
8. An assignment of the student's choosing to demonstrate his/her ability to use a wide variety of effective composing strategies

Candidates' samples must include the following:

1. Two literary essays of four to eight pages in length and completed in upper-level literature courses. Students should select essays that demonstrate competencies required by NCTE Standards.
2. A detailed analysis of a literary work demonstrating the candidate's ability to respond to and interpret what is read in different ways, to show knowledge of literary theory and criticism, and to use major sources of research and theory to understand the relationship between research and practice (Engl 3305, Introduction to Literary Theory)
3. An example of the candidate's ability to comprehend, interpret, evaluate, and appreciate a text
4. Two examples of advanced expository or creative writing to demonstrate the ability to produce different forms of written discourse
5. An example of the candidate's ability to take an informed stand on issues of professional concern (Career essay—Engl 4390, Senior Seminar or Philosophy for Teaching Composition in Engl 4305, Introduction to Composition Theory)
6. The Senior Thesis: the creation and application of a literary theory to a literary work. The rubric used to evaluate the presentation of this thesis must also be included.

ELA Senior Seminar Portfolio	NCTE Standard(s) Assessed
Correct English Grammar Used	3.1
Proper MLA Style Employed	3.2
Proper Portfolio Introduction and Table of Contents	3.1, 3.5
Evidence of Creative Approaches to Writing	2.2, 2.5, 2.6, 3.1, 3.2, 3.6
Evidence of Critical Thinking/Writing Expertise	2.2, 2.4, 2.5, 3.1, 3.4, 3.5, 3.7
Evidence of Substance and Breadth of Education	2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7
Evidence of Advanced Knowledge in English Literature and Writing	2.4, 2.5, 2.6, 3.1, 3.4, 3.5, 3.7
Evidence of Ability to Conduct and Present Original Research	2.4, 2.5, 2.6, 3.1, 3.7