

ELED 2003 Handbook



ARKANSAS
TECH
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College of Education

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MEMORANDUM

TO: Educational Research and the Teacher as a Lifelong Learner Candidates

FROM: Curriculum and Instruction Faculty

SUBJECT: Welcome

Welcome to Educational Research and the Teacher as a Lifelong Learner. We are sure that you will find this to be an exciting and rewarding experience.

The purpose of this experience is to help you understand how the system of education really works. As you understand the system, you will also be gaining information to help you make an important career choice. Working with children is not the appropriate choice for everyone. Some of you will discover that teaching is not for you; others of you will “know for sure” that you want to devote your professional life to teaching. Each decision is equally important and is equally respected.

Although the actual classroom observation phase of this course is very important, the follow-up seminars that you will have with your colleagues and your professor are equally important in helping you to clarify the experience. It is not so much a new experience that helps us to grow, but it is the reflection on any experience. Seminar is your reflection time. We believe that you will find the sharing time in seminar to be informative and fun - and it is always lively!

We have all been classroom teachers, so we are well aware of the knowledge, skills and attitudes that are necessary if you are to be a successful teacher. Your education advisor will help you get into Stage II and assist with other tasks as you move toward licensure to become a “real teacher”.

Names to know in the College of Education

Dr. Linda Bean
Dean, College of Education
Crabaugh 214 - A
(479) 968-0418

Dr. Tim Carter
Associate Dean, College of Education
Crabaugh 204
(479) 968-0420

Mrs. Danielle Hodges, Ed.S.
Director, Teacher Education Student Services
Crabaugh 109
(479) 968-0290

Dr. David Bell
Director, Licensure and Support Services
Crabaugh 308
(479) 968-0392

Instructor for ELED 2003 _____

Instructor's Campus Office Location _____

Instructor's Office Hours _____

Instructor's Phone # _____

Instructor's OneTech Email Address _____

Student National Education Association

The Student National Education Association is a recognized campus organization at Arkansas Tech University. It is an affiliate of the National Education Association (NEA) and its state-level entity, the Arkansas Education Association (AEA).

Students at the sophomore level and above who are taking education courses have an interest in becoming teachers are eligible to join.

Membership fees are currently \$25.00 and provide benefits that include \$1,000,000 professional liability insurance in the event a student intern is sued while in performance of his/her duties.

The Student National Education Association meets in Tomlinson Hall during the academic year. Teacher education students are encouraged to join, both for the benefits of the membership itself and for the prestige of being a member of a professional organization.

Core Values

1. Go to <http://www.atu.edu>
2. Click on Tech A-Z
3. Click on "C" and the "College of Education"
4. Click on "Accreditation and Assessment"
5. Click on "Conceptual Framework"

Letter Grades: Letter Grades will be assigned as follows:

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

The observation form from the classroom teacher must indicate that the candidate has completed a required number of hours of school-based observation/activities. **Failure to complete the required hours or a serious complaint concerning a candidate's disposition will result in loss of credit for the course.**

Letter to Field-Based Supervisor

Dear Field-Based Supervisor:

Thank you for your cooperation in having a teacher candidate from ELED 2003: Educational Research and the Teacher as a Lifelong Learner this semester. Your participation in this program is greatly appreciated.

The candidate assigned to you will be required to spend a total of 20 hours in your classroom. We suggest that the candidate spend about three hours per week, scheduled according to the candidate's class schedule and yours. The candidate will have specific assignments for observations and interviews that will be used as a basis for seminar discussions. In order to receive full credit for assignments, candidates must complete the assigned tasks according to a specific timetable. Specific topics for observation/review relate to:

The Classroom, Teacher, Student
The Learning Environment
Decision Making at School
Classroom Management

After completing the required observations, candidates may assist in the classroom as requested. These activities could include reading to and/or listening to students' reading, assisting individual students with assignments, checking papers, filing, and other routine duties in the classroom. Please remember that the candidate is enrolled in the introductory education course and has not yet taken education foundations and methods courses. This would preclude teaching and supervision of students' assignments.

We are pleased with the success of candidate placements in school classrooms and look forward to hearing and receiving their reports of what they learn in your classrooms. If the candidate assigned to you should need extra guidance with attitude or behavior, please contact the seminar instructor or me as soon as possible.

To guide you in your work with candidates:

1. An **Observation Log Summary Form** will be provided by the candidate during the first observation.
2. The **Candidate Evaluation Survey** link will be emailed to you near the end of the semester to evaluate the candidate's performance. The **Candidate Evaluation Survey** must be completed in QuestionPro and submitted electronically.

Thank you for your support and assistance.

Sincerely,

Autumn Danielle Hodges

Danielle Hodges, Ed.S.
Director of Teacher Education Student Service

ELED 2003: Observation Log Summary Form

Candidate's Name: _____ T#: _____

ATU Instructor: _____

NUMBER OF HOURS OBSERVED

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	GRAND TOTAL

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR

This form can be used as a reference for hours completed. In the electronic survey there is a place to input the total hours observed.

NOTE TO STUDENTS

Please **make and keep** a copy once you have completed the required hours.

**Teacher Education Candidate Evaluation Sample Form
ELED 2003: Educational Research and the Teacher as a Lifelong Learner**

(Candidate's name) completed 30 hours of classroom observation/participation/assignments in my classroom.

Please rate this teacher education candidate's performance in your classroom using the scale below. This form will be used to calculate a portion of the candidate's grade for this class.

**1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations;
NA = does not apply in my classroom (neutral score)**

1. Formal and informal interactions with students and teachers indicate an understanding of developmentally appropriate classroom practices.....	1	2	3	NA
2. Used a variety of methods, strategies and techniques when planning and interacting with students.....	1	2	3	NA
3. Attempted to learn about and consider the child's background when planning instruction.....	1	2	3	NA
4. Considered a variety of assessment strategies and used those strategies to plan and/or remediate instruction.	1	2	3	NA
5. Attempted to modify/adapt lessons and interactions for students with special needs.....	1	2	3	NA
6. Understood the role of standards in today's classrooms and implemented standards in classroom practice.....	1	2	3	NA
7. Prompt and regular in attendance.....	1	2	3	NA
8. Demonstrated responsibility and diligence in completing tasks.....	1	2	3	NA
9. Notified you if he/she could not attend when scheduled.....	1	2	3	NA
10. Demonstrated a positive attitude toward working with parents.....	1	2	3	NA
11. Demonstrated a positive attitude toward students of diverse backgrounds and abilities.....	1	2	3	NA
12. Demonstrated a positive attitude toward you, the supervising teacher.....	1	2	3	NA
13. Dress and attire was appropriate for the classroom setting.....	1	2	3	NA
14. Accepted your suggestions as constructive input.....	1	2	3	NA
15. Used technology/media with confidence.....	1	2	3	NA

Comments:

Teacher's
Signature _____ **School** _____ **Grade/Age** _____ **Date** _____

This is an **EXAMPLE** of the Candidate Evaluation Survey. You will receive a link to the electronic survey near the end of the semester. The Candidate Evaluation Survey must be completed in QuestionPro and submitted electronically.

Deadline Dates to Know

These dates insure receipt of scores for timely completion of your Stage II Application and permission to enroll in Stage II classes.

Unconditional Admission to Stage II

Students wishing to enter Stage II must submit a Stage II Application to Teacher Education Student Services.

Applications and application instructions are available online at <https://www.atu.edu/teachereducation/>.

The requirements for unconditional admission to the undergraduate teacher education programs, referred to as Stage II, are:

1. Maintaining a cumulative grade point average of 2.70 on a 4.0 scale.
2. Completing the ACT Reading, Writing, and Mathematics subsections with an acceptable score in each. The minimum score required for Reading and Mathematics is a 19 or higher. The Writing section must also be completed and a minimum score will be established beginning in the 2020-2021 academic year.
3. Submitting an online application to Teacher Education Student Services.
4. Completing one of the following options (as applicable to the selected degree program) with a grade of "C" or better.
 - a. ELED 2003: Educational Research and the Teacher as Lifelong Learner
 - b. MLED 2003: Introduction to Education
 - c. SEED 2002: Introduction to Secondary Education
5. Completing all of the following with a grade of "C" or better:
 - a. Six (6) hours of general courses in written communication (English Composition – ENGL 1013 and ENGL 1023)
 - b. Three (3) hours of oral communication (SPCH 2003 Public Speaking or SPCH 2173 Business and Professional Speaking contingent upon the major program of study)
 - c. Three (3) hours of Mathematics (MATH 1113 College Algebra OR MATH 1003 College Mathematics) contingent upon program of study per major
6. ELED and MLED majors require a "C" in all courses required for completion of the degree
7. Completing an interview and receiving recommendation from an education advisor (if a secondary major, interview and recommendation by your additional content advisor)
8. Applicants for admission to Stage II must meet all requirements that are in effect at the time of application
9. Evidence of the completion of a successful AELS background check
10. Approval of the Director of Teacher Education Student Services in consultation, if necessary, with the College of Education Associate Dean

Internship Application Deadlines

Candidates wishing to enter Internship must submit an Internship Application to their Education Advisor prior to preregistration. Check your catalog and registration schedules for preregistration dates.

Candidates wishing to enter Internship in the FALL must submit an Internship Application to your education advisor by March 1st. Candidates wishing to enter Internship in the SPRING must submit an Internship Application to your education advisor by October 1st.

IMPORTANT NOTES

1. Candidates should apply for Internship even though they have not received their Praxis II scores from the testing service in order to facilitate the admittance process. They should have taken the test or have registered to take the test and report the date on the application.
2. School districts require photo copies of your Praxis I and Praxis II scores for hiring purposes; therefore, keep and file your Praxis scores in a safe place for future reference. Most institutions do not keep copies of these scores for more than five years.
3. An Exit Portfolio that meets state requirements will be completed during the Internship semester.

The Criminal Background Check

Rules and Regulations Governing the Requirement of a Criminal Background check for all first-time and Renewal Educational Licenses, and the Procedure for Revocation of Licenses. Forms for the completion of the required background check are available in Crabaugh 308. A copy of the Arkansas Department of Education Regulations governing the requirement of criminal background check for all first-time applicants, each applicant for his or her first license renewal and the revocation procedures for such licenses are available through the Arkansas Department of Education website.

Code of Ethics

ARKANSAS DEPARTMENT OF EDUCATION - RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS

<http://arkansased.org/>

<http://www.arkansased.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

Arkansas Teaching Standards

The Arkansas Teaching Standards are used by Arkansas Tech University in all teacher educator preparation programs. The link below connects to the most recently adopted standards.

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf

Additional information about the standards and teaching competencies can be found on the Arkansas Department of Education website. First, search for the Educator Licensure Unit, then click on Educator Preparation.

Classroom Observation

Classroom Information, Physical

The physical environment consists of seating arrangements, lighting, noise level, distractions, temperature, overall atmosphere, and general layout of the classroom. The amount of physical space and how it is arranged affects student functioning. For example, desks that are grouped in sets of three or four encourage students to discuss and share ideas. The placement of furniture, equipment, and materials is critical for all students. Furniture and adaptive equipment (for the disabled) need to maximize the student's potential for independent participation. The availability of accessible space allows students with physical disabilities full classroom access. An organized environment helps students learn appropriate storage on materials. Accessible storage of materials assists students with disabilities in locating and using materials independently.

Draw a floor plan of the room you are observing. Indicate the room arrangement (doorways, windows, etc.), furniture arrangement (shelving, learning centers, large group areas, small group areas, individual work areas, seating charts, etc.). Be as detailed and close to scale as possible. Label items.

Describe each item listed and explain each answer thoroughly (i.e., Why do you believe this? What evidence do you see?). If you have ideas that might solve a problem that you see in the room, please explain.

Describe seating:

Does the height and size of the chair give the student proper support?

Are the student's feet supported (either resting flat on the floor or supported by a footrest)?

Is each student seated in close proximity to other students?

Does the student's position allow full view of the board, teacher, and other students?

Does the student's position readily allow communication with the teacher and other students?

Describe the lighting system:

Is the degree of lighting appropriate?

Is the board or screen free from glare that might make reading difficult? (Don't forget to try several angles.)

Is fluorescent lighting used?

Is natural light available?

Describe the noise:

Is the noise level of student work groups appropriate?

Is the external noise level appropriate? (Remember quiet is best).

Describe the distractions:

Does the room have displays that are visually distracting?

Are there noise distractions?

Are there activities in the room that are distracting to the student?

Temperature:

Is the temperature of the classroom comfortable?

Overall atmosphere:

Is the classroom atmosphere warm and accepting?

Do the students appear to be comfortable?

General layout: the layout of the room and the type and placement of furniture, equipment, and materials:

Are the areas of the classroom accessible to the students?

Are classroom materials accessible to the students?

Is there enough space to meet the students' needs?

Is there an accessible place to store adapted materials and equipment?

Can students easily move between areas of the room? Does the arrangement feel cramped or is there plenty of room for students to work?

How many students? _____

When you examine the physical environment of the classroom do you feel that the students are important? What evidence do you find to support your answer?

**Observation
The Student**

Part 1

For the first part of the observation, you should pick out a single student (an average student) to watch. Make sure that the student doesn't know you are watching. The last part of this observation takes in the whole class. **Describe each item listed and explain each answer thoroughly (i.e., Why do you believe this? What evidence do you see?).**

Student work habits:

How long does it take the student to get started? What is the student doing to get started, to delay restarting, etc.

How long is the student able to stay on task? (actual time) _____ How does the student get back to work?

What can the student do independently? List what you see the student doing.

How frequently does the student need prompting? Count the number of times in a 15 minute work span. _____

What types of prompts are helpful (physical, verbal, gestures)?

What types of reinforcement are effective for this student? Explain the student's reaction to each type.

Interactions with others:

Does the student have a variety of ways to communicate? What are they?

Do other students communicate with the student? How? Reactions?

Does the student socialize with other students? How? Reactions?

Is the student given opportunities to demonstrate competence? How?

Facial expression and affect:

Does the student make eye contact with others? How? Reactions?

Does the student have appropriate affect?

Body movements:

Does the student have independent mobility skills?

Is the quality of gross and fine motor responses adequate (not jerky)?

Adaptive skills:

Does the student use appropriate grooming skills?

Does the student dress in an age-appropriate manner?

Participation in play and games:

Does the student participate in unorganized play (free time, recess)? What activities?

Does the student understand the rules of the game? How is this demonstrated?

Does the student play cooperatively? What evidence supports the conclusion?

Part 2

Do students communicate with students with disabilities? How?

Are there variations in the ways students of different cultural and ethnic groups participate in class?
What variations? Reactions of students?

How are students grouped? (Pick a group and describe the students.)

Are the groups different for different subjects? Explain differences.

Observation

The Teacher

Part 1

You need to be able to hear and watch the teacher for a half hour and take notes about what happens for this first section.

Describe each item listed and explain each answer thoroughly (i.e., Why do you believe this? What evidence do you see?).

How many decisions has the teacher made in the past hour? _____

What kind of decisions did the teacher make (individual child-personal, full class instructional, individual instructional, etc.)? Describe the situations.

Part 2

Besides teaching, what other activities/duties have you seen/heard the teacher perform? List them.

Observation

Learning Environment

The learning or instructional environment consists of the teaching strategies that the teacher uses and the materials that are available for student use. Observing the learning environment involves examining the instructional materials as well as the methods of instruction.

Describe each item listed and explain each answer thoroughly (i.e., Why do you believe this? What evidence do you see?). If you have ideas that might solve a problem that you see in the room, please explain. Your purpose is to observe, not judge.

Materials variety:

What materials do you see?

Do students have access to a variety of materials?

Is the format of the materials appropriate?

Manipulatives:

Are manipulatives available?

Are manipulatives appropriate to the age and capabilities of the students?

Learning Activities:

Does the teacher use a variety of instructional methods? Remember to describe what you see (not evaluate effectiveness).

Does the classroom teacher provide opportunities to make choices during learning activities?

Are students' comments and questions encouraged?

Any decisions that teachers make about what to do in the classroom must reflect their mental model of what learning and teaching are all about. What do you think this teacher's mental model is?

Instructional Demands:

Does the teacher provide clear instructions and check for student understanding before students begin assignments? How?

Do students perceive that the work is useful? What evidence do you see?

Can students use a variety of materials? What and how?

Is homework assigned? (If yes, describe the assignment.)

Modifications:

Is there easy and convenient access to furniture and equipment?

Can all students use the materials or is there a need for modification?

Grouping:

Do students complete some work independently? What kind?

Can students work with a peer? What kind of work?

Do students have opportunities to work cooperatively with others?

Is each lesson constructed to allow students to work individually in small groups and in large groups?
Give an example of the lesson you are watching.

Instruction:

Is the pace of instructional delivery varied? Explain what you see.

Does the teacher “go with the flow” in the classroom?

Does the classroom teacher (or teaching assistant) provide prompts and other types of assistance on an as-needed basis to students?

Is assistance faded as soon as possible? How?

Does the teacher use instructional equipment or other instructional aides?

Are some of the instructional materials original?

Do learners have enough materials to be able to practice objectives?

Expectations:

Does the teacher have expectations of the students? Are the expectations apparent?

Student Improvement:

Does the teacher encourage student involvement?

Are students actively involved in learning activities?

Do the students participate in classroom discussions?

Are learner responses incorporated into the lesson's activities?

Do students interact with other students?

Assessment:

Are there a variety of assessment tools used in assessing students' instructional needs and progress? Describe them.

Are students given feedback and suggestions for improvement? What are some words/phrases that you hear?

Does the teacher encourage learners to question the relationship of topics to the content area of the lesson?

Curriculum:

Does the curriculum reflect recent reform standards and contemporary views?

Schedule:

Does the classroom teacher follow a regular schedule?

Is the schedule posted for students to see? What is it?

Is there a minimum of interruptions?

Transitions:

Does the teacher prepare students for the transition from one subject activity to another?

Does the teacher provide time for students to transition?

Interview with a Teacher Form

What subject do you teach?

How long have you taught? _____ How long have you taught at this school? _____

Do you believe that **teachers** have a strong voice in the decisions that are made at this school? _____
yes _____ no

Do you believe that **students** have a strong voice in the decisions that are made at this school? _____
yes _____ no

Do you believe that **parents** have a strong voice in the decisions that are made at this school? _____yes
_____no

Who do you believe makes most of the decisions at this school? (Number in terms of influence; 1= most influence)

_____ school board
_____ superintendent
_____ principal
_____ teachers
_____ coaches
_____ students
_____ parents
_____ others / please identify _____

Are you pleased with the way that decisions are made here? _____ If not, what changes would you like?
(You may use the back of this sheet.)

Signature of Teacher

Visit to a School Board Meeting Form

Date and Time of Meeting: _____

Number of school board members present: _____

Male: _____ Female: _____

Number of people other than board members present: _____

Male: _____ Female: _____

Take minutes of the meeting. After the meeting has been completed, make an outline of the proceedings and indicate the amount of time (in minutes) that was allotted to each topic.

What was the major issue discussed?

Who controlled the meeting? _____

Male: _____ Female: _____

Signature of School Board Member

Visit to a PTO/PTA Meeting Form

How many people were present? _____

Male: _____ Female: _____

Parents: _____ Teachers: _____

Was child care provided? _____ yes _____ no

Was transportation provided? _____ yes _____ no

What was the purpose of the meeting?

What was decided?

Signature of Parent/Teacher/Officer

Classroom Management

No other area of teaching causes as much concern to the beginning teacher as that of classroom management. For the beginning teacher, the term “discipline” is often used interchangeably with the term “classroom management,” but they are not the same. Classroom management is the way that the teacher “manages” the classroom so that learning will take place. This concept is very similar to the way that a business manager manages the work environment so that high quality work will result. A good manager is concerned with the physical arrangement of the classroom, the way in which everyday routines are carried out, and the way in which instructional materials and strategies fit the needs of students. This is the teacher’s “management plan.” Then if something goes wrong, the teacher may resort to some type of “discipline” action to take care of the problem. The effective teacher emphasizes classroom management rather than discipline actions. This assignment will acquaint you with the way in which your teacher manages the classroom by using an appropriate physical arrangement, having appropriate classroom rules and procedures, planning interesting lessons, and by using appropriate discipline actions if things go wrong.

Seminar Objectives: Must be answered typed 2 to 4 pages long on separate sheets of paper.

After observing in a classroom, you will:

Identify the management plan of your teacher

Discuss the way in which the management plan decreased discipline actions

After discussing the various management plans observed by the seminar group, students will:

Discuss teacher actions that led to successful management

Discuss teacher actions that led to unsuccessful management

Discuss outside events that created management problems for the teacher

Classroom Management Observation Form

Sketch the physical arrangement of the room. Label desk, pencil sharpener, wastebasket, bookshelves, etc. (Use the back of the paper)

Are classroom rules posted? If so, list them.

How did the teacher manage...

Beginning the class period -

Seatwork -

Homework or assignments -

What rewards did the teacher give? To whom and for what?

What punishment did the teacher give? To whom and for what?