

# ELED 2002 Handbook



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ARKANSAS  
TECH  
UNIVERSITY

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*College of Education*

## **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

**Ms. Agnes Cruz, 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

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## Memorandum to Students



ARKANSAS  
**TECH**  
UNIVERSITY

*College of Education*

**MEMORANDUM**

**TO:** Introduction to Secondary Education Candidates

**FROM:** Curriculum and Instruction Faculty

**SUBJECT:** Welcome

Welcome to Introduction to Secondary Education SEED 2002. We are sure that you will find this to be an exciting and rewarding experience. From this point on your education advisor will be the instructor of this class. Transfer students will need to see the Department Head to be assigned an education advisor.

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 that experience. Seminar is your reflection time. We believe that you will find the sharing time in class 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 and your content advisor will help you get into Stage II, and assist with other tasks as you move toward licensure to become a “real teacher.”

**Names You Should Know in the ATU College of Education**

**Dr. Linda Bean**  
**Dean, College of Education**  
Crabaugh 214 - A  
(479) 964-3217

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

**Agnes Cruz, Ed.S**  
**Director, Teacher Education Student Services**  
Crabaugh 109  
(479) 968-0290

**Dr. David Bell**  
**Licensure Officer**  
Crabaugh 203  
(479) 968-0392

Instructor for SEED 2002 \_\_\_\_\_

Instructor's Campus Office Location \_\_\_\_\_

Instructor's Office Hours \_\_\_\_\_

Instructor's Phone # \_\_\_\_\_

Instructor's ONE Tech email address: \_\_\_\_\_

## **Deadline Dates to Know Praxis™ Academic Skills Assessment**

Students are required to pass their content Praxis prior to entering Internship II

Registration information for all Praxis™ tests can be found at: <https://www.ets.org/praxis>

**Remember – Select the State of Arkansas before choosing a test.**

## **Internship Application Deadlines**

Candidates wishing to enter Internship in the FALL must submit an Internship Application online by March 15<sup>th</sup>. Candidates wishing to enter Internship in the SPRING must submit an Internship Application to your education advisor by October 15<sup>th</sup>.

### **IMPORTANT NOTES**

1. Candidates should apply for Internship even though they have not received their Praxis 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. An Exit Portfolio that meets state requirements will be completed during the Internship semester.

### **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 204. 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. Dr. David Bell is the Director of Educator Licensure and Support Services. His email is [dbell@atu.edu](mailto:dbell@atu.edu), and his phone number is 479-968-0392. For a complete list of the background check information, please see the Policies and Procedures Manual on the College of Education Teacher Education website at: <http://www.atu.edu/teachereducation/>.

### **Code of Ethics**

#### **ARKANSAS DEPARTMENT OF EDUCATION**

#### **RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS**

<http://arkansased.org/>

[http://arkansased.org/teachers/licensure\\_initial.html](http://arkansased.org/teachers/licensure_initial.html)

### **Dress Code**

For the dress code see the Teacher Education tab on the College of Education web page <http://www.atu.edu/education/>.

Arkansas Tech University College of Education  
Core Values...To a Conceptual Framework

The Conceptual Framework provides the framework for our core beliefs, mission, and vision. The Conceptual Framework theme is *Professionals of the 21<sup>st</sup> Century*. To view the Arkansas Tech University College of Education Conceptual Framework, please visit the following address, and follow the instructions provided below.

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 “Conceptual Framework”



## **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.org/public/userfiles/HR and Educator Effectiveness/Educator Prep/Arkansas Teaching Standards 2012.pdf](http://www.arkansased.org/public/userfiles/HR%20and%20Educator%20Effectiveness/Educator%20Prep/Arkansas%20Teaching%20Standards%202012.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. In addition, the Teaching Excellence Support System domains and criteria based on the work of Charlotte Danielson are also used to prepare students for their professional future as a teacher.

## Example Letter to Field-Based Supervisor

Dear Field-based Supervisor

Thank you for your cooperation in having a teacher candidate from Introduction to Secondary Education this semester. Your participation in this program is greatly appreciated.

The candidate assigned to you will be required to spend a total of 15 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  
Classroom Management

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

We look forward to receiving the reports of candidates' performance. Thank you, again, for your support and assistance.

Sincerely

Agnes Cruz, Ed.S.  
Director Teacher Education Student Services

**Observation Log Summary Form  
SEED 2002: INTRODUCTION TO SECONDARY EDUCATION**

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.

**SEED 2002 INTRODUCTION TO SECONDARY EDUCATION  
FIELD-BASED EXPERIENCE  
Candidate Evaluation Form (Example)**

Please evaluate **(Candidate's Name)** who has been assigned to you for 15 hours of classroom observation this semester. Please indicate your rating of this candidate's performance.

		Low			High
1. The candidate was prompt and regular in terms of attendance.	1	2	3	4	5
2. The candidate carried out assigned duties with minimum supervision.	1	2	3	4	5
3. The candidate appreciates the importance of effective communication.	1	2	3	4	5
4. The candidate displayed initiative in conducting assignments.	1	2	3	4	5
5. The candidate displayed a positive attitude about working with all children; appreciates and respects individual variations among students, their diverse talents and abilities.	1	2	3	4	5
6. The candidate displayed a positive attitude toward me as a supervisor.	1	2	3	4	5
7. The candidate displayed a positive attitude toward the profession of teaching.	1	2	3	4	5
8. The candidate's grooming and dress were appropriate for the situation.	1	2	3	4	5
9. The candidate's use of standard English is appropriate for the profession.	1	2	3	4	5
10. The candidate displayed an interest in learning about the process and profession of teaching.	1	2	3	4	5
11. The candidate is aware of the importance of integration of technology for student learning.	1	2	3	4	5

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.

## **Autobiography**

One of the assignments that you need to complete during the Introduction to Secondary Education course is the writing of an autobiography. The autobiography provides a way for you to introduce yourself to the School of Education faculty. Be aware that you are providing information about yourself; but also be aware that you are providing information about your writing skills. **EDIT** your paper carefully.

Some suggestions for topics that you may want to include:

- Family
- Education experiences
- Hobbies
- Reasons for choosing Arkansas Tech University
- Reasons for wanting to be a teacher
- Anything else that is important to you

## Cultural and Social Aspects of the Learning Environment

Cultural and social aspects of the learning environment provide the teacher a great deal of information about the school community. In this assignment, you will interview the school principal, observe racial, gender and cultural aspects of your class, and chart interactions that occur in the classroom. This assignment will acquaint you with the overall complexity of what happens in schools in general and classrooms in particular.

### Class Objectives:

1. After interviewing the principal, you will - **describe** the socioeconomics of your school community based on:
  - Average family income/type of jobs in the community
  - Approximate number of students on free lunch
  - Educational level of parents
  - Drop-out rate
  - Number of children served by special programs such as Title I, Migrant Education, Special Education, Gifted Education, etc.
  
2. After observing in a classroom, you will - **identify and chart**:
  - Racial make-up of the classroom
  - Gender make-up of the classroom
  - Pregnant students
  - Inclusion students
  - The clothing and artifacts worn by student
  - Peer relations
  - The classroom climate
  - The relationship between the teacher and students

## Cultural and Social Aspects of the Learning Environment Observation Form

1. Record the following information about the student population.

- Grade level \_\_\_\_\_
- Total number of students \_\_\_\_\_
- Number of females \_\_\_\_\_ Number of males \_\_\_\_\_
- Racial composition: Black \_\_\_\_\_ White \_\_\_\_\_ Hispanic \_\_\_\_\_ Other \_\_\_\_\_
- Explain the other category \_\_\_\_\_
- Total number of handicapped students \_\_\_\_\_

2. Describe the type of clothing worn by most of the students.

3. Describe peer interactions. On a seating chart, identify M/F and B/W/H/O, and draw arrows to indicate interactions during a ten-minute observation. (Seating chart attached)

4. Describe the learning environment. How was the room arranged? What kinds of materials were evident? How did the classroom “feel”?

5. Describe the relationship between the students and teacher. On a seating chart, identify M/F and B/W/O. For ten minutes during the lesson, chart each interaction between the student and teacher.

## Political, Social and Financial Control of Schools

An educational system is made up of many parts which contribute to the whole. These include such things as the curriculum, standardized testing, transportation, extra-curricular activities, food services, parent groups, teacher groups, school boards, etc. Although the right to govern schools is legally delegated, control and influence over school activities are often in the hands of people without the real responsibility. Even though a beginning teacher may not recognize the importance of understanding how the system works, survival and success often depend on how well the young teacher understands the way in which decisions are made and who exercises control. This assignment will provide you with an opportunity to identify the ways in which various members of the educational system view the issue of control and decision-making.

### Course Objectives:

1. After interviewing a teacher, student, and parent from your observation site, you will:
  - **Discuss** the perception of teachers, students, and parents
  - **Compare** the perceptions across groups
  - **Compare** perceptions with information provided in text
  
2. After your observation and before coming to class:
  - **Write** your perceptions of the control exercised by various individuals in the decision making process. How do these individuals contribute to the "whole picture" as referred to in the overview? In your writing, discuss the importance of this information for the beginning teacher.



## Interview with Teacher Form

1. What subjects do you teach?
2. How long have you taught? \_\_\_\_\_ How long have you taught at this school? \_\_\_\_\_
3. Do you believe that **teachers** have a strong voice in the decisions that are made at this school? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Do you believe that **students** have a strong voice in the decisions that are made at this school? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Do you believe that **parents** have a strong voice in the decisions that are made at this school? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. 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 \_\_\_\_\_
7. 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.)

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Signature of Teacher

## Interview with Student Form

Check or answer the following questions:

1. Age \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Male \_\_\_\_\_ Female \_\_\_\_\_
4. How many years have you attended this school? \_\_\_\_\_
5. Do you believe that **students** have a strong voice in the decisions that are made at this school? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Do you believe that **parents** have a strong voice in the decisions that are made at this school? \_\_\_\_\_ Yes \_\_\_\_\_ No
7. 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 \_\_\_\_\_
8. 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.)

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Signature of Student

## Visit to 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 \_\_\_\_\_

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Signature of a Board Member  
**\*Attach a copy of the agenda**

## Visit to PTA/PTO or Booster Club Meeting Form

How many people were present? \_\_\_\_\_

Male: \_\_\_\_\_ Female: \_\_\_\_\_

Parents: \_\_\_\_\_ Teachers: \_\_\_\_\_

Was childcare provided? \_\_\_\_\_ Yes \_\_\_\_\_ No

Was transportation provided? \_\_\_\_\_ Yes \_\_\_\_\_ No

What was the purpose of the meeting?

What was decided?

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Signature of Person attending (Parent/Teacher/Officer)

## Instructional Content and Strategies

When teachers and students come together in the classroom, two major decisions must be made: what to teach and how to teach. In some areas of the curriculum, the teacher may have a great deal of freedom to choose; in other areas, the curriculum may be mandated by the state government or by local curriculum guides. The teacher must also be aware of the diverse needs of individual learners within the group. For the most part, teachers decide on the material that will be used and the teaching strategies that they will use. Although there are many different teaching strategies that the experienced teacher may use, there are some common components that may be found in all lessons, such as: (1) the teacher will have an objective or plan for what is to be taught, (2) the teacher will get the students attention before the new lesson is taught, (3) some new material will be presented by the teacher, through a film, or through individual or group work, and then the teacher will try to find out if students actually learned the new material. The teacher will also modify the lesson to accommodate diverse needs. This assignment will help you identify common lesson components, various teaching materials, and the way in which teachers modify their lessons to accommodate diverse needs.

### Course Objectives:

1. After observing in the classroom, you will **discuss**:

- The learning objective
- The source of the content material
- The teaching strategy used by the teacher
- The teaching components that you observed
- The way in which the teacher modified the lesson to meet the needs of individual learners

2. After discussing the observation, the class will be **divided into groups**:

- **Compile** the results of the various observations by the group, the various types of content material observed and the various ways in which teachers modified their lessons to meet individual needs

## **Instructional Content and Strategies Observation Form**

1. What did the teacher do to get the student's attention before beginning class? BE SPECIFIC.
2. What was the objective of the lesson? What were the students supposed to learn?
3. What new information did the students learn? (Outline the information given by the teacher.)
4. What materials were used to teach the lesson? List all.
5. How did the teacher modify the lesson to accommodate the diverse needs of the students?
6. What activity was used to show that the students had learned the lesson?
7. What was the teacher responsible for during the lesson?
8. What were the students responsible for during the lesson?
9. What homework, if any, was assigned?  
What explanation did the teacher give about the homework?
10. How did the teacher close the lesson?
11. How would you have changed the lesson if you had been the teacher?
12. Did you enjoy the lesson? Explain

## 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.

### Course Objectives:

1. 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
  
2. After discussing the various management plans observed by the class, 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

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

2. Are classroom rules posted? If so, list them.

3. How did the teacher manage?

Beginning the class period -

Seatwork -

Homework or assignments -

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

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