

M.S. in Education and Special Education
Early Childhood (Birth - Grade 2)

EDSN 682

Field Experience and Practicum I



EDSN 682 Field Experience and Practicum I
Early Childhood (Birth-Grade 2)

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Welcome to the EDSN 682 Field Experience/Practicum I course!

The following pages constitute a Student Guide prepared to facilitate your work throughout the course. This course has two components: Field Experience and Practicum. The Field Experience component consists primarily of actively observing your cooperating teacher and assisting him/her to perform various activities in the classroom. You will perform the Field Experience component in both a General Education and a Special Education classroom setting. The Practicum component of the course takes place in a General Education classroom, where you will be expected to practice teaching a variety of lessons, one of which your Field Experience/Practicum instructor will observe during a field visit. You can schedule the observation for a time that is convenient for your cooperating teacher, Field Experience/Practicum instructor, and you. In addition to observing you at work, the instructor will have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

There are also three mandatory live group meetings with your instructor held at the beginning, middle, and end of the semester. The meetings will give you an opportunity to ask questions about course requirements, discuss matters regarding your experiences in the classroom, and meet other students. All students are required to attend these meetings (medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member). Your EDSN 682 instructor should be contacting you during the first two weeks of the semester.

When choosing a classroom and cooperating teacher, keep the following in mind:

- Your cooperating teacher must have a master's degree and at least 3 years of teaching experience
- You cannot spend your Field Experience/Practicum in only one age/grade level. Make sure you work in at least two of the following age/grade levels:
 - Birth- pre-K
 - Kindergarten
 - 1st/2nd grade
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong General Education component is acceptable as a General Education placement.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Certified teachers will have a reduced number of required hours to spend in the classroom. Please see the table on the next page for details. Note: Internship Certification is not considered certification.

We hope the following pages of the Student Guide help facilitate your work and make your Field Experience/Practicum course a positive learning experience. If we can be of any assistance, feel free to contact us.

Sincerely,

The Office of Clinical Practice

Required Classroom Hours EDSN 682

	Non-certified Teachers	Certified Teachers
Field Experience	50 hours in General Education classroom 100 hours in Special Education classroom	50 hours in Special Education classroom
Practicum	100 hours in General Education classroom	50 hours in General Education classroom
Total hours	250 hours	100 hours

Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Field Experience/Practicum requirements.

EDSN682: Field Experience and Practicum I

Early Childhood General and Special Education, Birth-Grade 2

Course Description:

For the Field Experience component of the course, students complete 50 hours of observations in a General Education classroom at the birth-pre-K, kindergarten, or grade 1-2 level. Students also complete 100 hours of observations in a special education classroom (inclusion classes with strong special education components are acceptable) at a grade level different from the one observed in General Education. For the Practicum component of the course, students complete an additional 20 days-- or 100 hours-- in General Education at one of the three age/grade levels. Certified teachers complete 50 hours of Field Experience in General Education and 50 hours of Practicum in Special Education. Over the course of the Field Experience/Practicum courses students must have experience in at least two of the three grade levels. Actual teaching is a component of the Practicum part of the course. All student teaching is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester.

Cooperating teachers should have a Master's Degree and a minimum of three years teaching experience. Over the course of the Field Experience and Practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, record and analyze critical classroom incidents in logs, analyze lessons they have observed, discuss how they assessed student learning for the lesson observed by their Touro instructor, respond to questions related to work with young children, submit a lesson plan for the lesson observed, participate in three class meetings, and complete a final project. An assigned Touro College faculty member meets with students at their Field Experience/Practicum sites and observes and evaluates student work with children in the school or equivalent educational setting. The faculty member and cooperating teacher evaluate both the Field Experience and Practicum components of student work in the course.

3 credits

Note:

- *Students may not register for EDSN682 and SEDN683 during the same semester.*
- *Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Practicum requirements.*

Student Learning Outcomes:

- Students will document, in a professional fashion, observations of various classroom and school-related activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of individual students within the framework of various classroom activities.
- Students will demonstrate the ability to relate respectfully and empathically to students on a one-to-one basis and in group activities.
- Students will demonstrate a growing knowledge of educational needs of young children, including children with disabilities, and an ability to apply knowledge in their relationships with the children with whom they work.
- For the Practicum segment of the course, student teachers will demonstrate successful presentations of lessons/activities appropriate to the class or group level, showing sensitivity to the strengths and limitations of the students.
- Students will demonstrate growing ability to check for student understanding of a lesson.

- Students will demonstrate a growing ability to check for student understanding of lesson presentations and assess student learning.
- Students will appropriately apply NYS Common Core Learning Standards, NAEYC Standards, and CEC standards in their work.
- Students will demonstrate sound grounding in principles of child development and learning and cognitive education.
- Students will demonstrate awareness of educational technology resources and ability to use technology for instruction.
- Students will demonstrate ability to relate constructively to students in group activities.
- Students will demonstrate satisfactory presentation of at least one formal lessons which is appropriate to the strengths and limitations of the children with whom they work. Students will present lesson plans for the observed lessons and discuss how they plan to assess student learning for the observed lessons.
- Students will demonstrate ability to assess for understanding and use such assessment results for improvement of teaching and learning.
- Students will demonstrate an ability to use supervision in a constructive manner.
- Students will submit final projects that demonstrate the ability to make use of and conduct research as well as good analytical and writing skills.

Course Requirements:

- Attendance at class meetings. The only excused absences are with a doctor's note or with the approval of the department chair.
- School administration certification form completed and submitted
- Documentation of hours and days, signed by student and cooperating teacher or supervisor
- Activities checklist submitted
- Anecdotal logs submitted
- Logs for observation of lesson presentations submitted
- All signed forms from the Student Guide submitted
- Lesson observation logs of cooperating teacher(s) submitted
- Responses to questions on Some Issues of Particular Importance submitted
- Faculty member's lesson observation forms submitted
- Lesson plan for lesson observed submitted
- Cooperating teacher evaluation forms submitted
- Essay 1 submitted
- Essay 2 submitted
- Essay 3 submitted
- Course evaluation forms submitted.

Suggested texts:

Arends, R. (2012). *Learning to teach* (9th ed.). Dubuque, Iowa: McGraw-Hill.

Roe, B., & Smith, S. (2010). *Student teaching and field experiences handbook* (7th ed.). Upper Saddle River, N.J.: Pearson.

Stronge, J. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

University Statement on Needed Accommodations/Adaptations

Any students with a disability seeking accommodations under the Americans with Disability Act of Section 604, The Rehabilitation Act, are required to self-identify with the Office of Disability Services. See the professor/instructor in advance for classroom accommodation, access to technology or other assistance if needed.

University Statement on Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University 2, requires that a student or researcher:

1. Properly acknowledge and cite all ideas, results, or words originally produced by others;
2. Properly acknowledge all contributors to any piece of work;
3. Obtain all data or results using ethical means;
4. Report researched data without concealing any results inconsistent with student's conclusions;
5. Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
6. Uphold ethical principles and the code of the profession for which the student is preparing.

Students must avoid all acts of dishonesty, including, but not limited to the following:

1. Cheating
2. Plagiarizing (presenting work or ideas of others as your own)
3. Fabricating (making up information, data, or research results)
4. Tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
5. Lying
6. Working with others when assignments or exams require individual work
7. Making unauthorized copies of copyrighted material
8. Facilitating or tolerating the dishonest of others

Adherence to these principles is necessary to ensure that:

1. Proper credit is given for ideas, words, results, and other scholarly accomplishment;
2. No student has an inappropriate advantage over others;
3. The academic and ethical development of students is fostered;
4. The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

The following Internet resources may be helpful when checking for plagiarism: [Plagiarism Checker](#), [TurnItIn](#), [DupliChecker](#).



To Whom It May Concern:

This letter is to introduce our Field Experience/Practicum student. Students in our program complete the requirements for dual certification in General Education and Special Education on the early childhood, elementary school, middle school or secondary school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offers opportunities for theory to be applied in practice. Students must complete both Field Experience and Practicum courses. An assigned Touro faculty member visits students for observation lessons in the Practicum experience. We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Field Experience phase of training

1. The opportunity to observe lessons and discuss strategies
2. The opportunity to plan lessons with the cooperating teacher and on his or her own
3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies
4. The opportunity to interact with students in a range of educational settings

During the Practicum phase of training (all of the above and those below).

1. The opportunity to learn about and use instructional technology.
2. The opportunity to interact with students in a range of educational settings.
3. The opportunity to teach a gradually increasing number of lessons each week during the course of the semester.
4. The opportunity for feedback from the cooperating teacher as well as the Touro instructor on observations of the lessons taught.

In order to focus students on their observation and to document time spent in class, students have a number of forms to complete for their work in the Field Experience/Practicum courses. Please explain to your Field Experience/Practicum student the daily routine you would like him or her to follow, for example absence policies. Structure and guidance will maximize the effectiveness of this experience.

A Touro faculty instructor/advisor will observe the student at work in the classroom during the Practicum component of the course. After first conferring with the appropriate school staff members, the student teacher should arrange a mutually acceptable date and time with his or her instructor for the lesson observation.

Sincerely,

The Office of Clinical Practice



Dear School Administrator,

We are pleased that a Touro College graduate student is completing his or her Field Experience or Practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with appropriate state guidelines.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our Field Experience/Practicum courses.

Sincerely,

The Office of Clinical Practice

Student Name: _____ Touro ID # _____ Course number _____

School Name & Address: _____ School phone number: _____

Administrator's Name _____

I attest to the fact that _____ is a state or city accredited school, in the state/city of _____.

School name/number _____

Administrator's Signature _____

_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State

Field Experience Activity Checklist

During Field Experience, you will have the opportunity to observe an experienced teacher at work in the classroom. You will get the chance to watch formal lessons as well as see social interaction among students. During this component of your EDSN 682 course, you will help out the classroom teacher in many ways. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she can check off each activity as it is completed, and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

1. Instructional Responsibilities:

- Observe all the bulletin boards in and outside the classroom
- Be able to stand in front of the class and give a mini-lesson or administer a test
(A mini-lesson can be reading a story, giving an assignment)
- Demonstrate the ability to prepare a lesson plan with the cooperating teacher
- Observe student work, projects, papers, etc.
- Take class attendance
- Learn of classroom procedures: bathroom, raising hands, entering and dismissal

2. Student Assessment and Program Evaluation:

- Help grade papers for cooperating teacher
- Assist teacher (as directed) with formal and informal assessments (online and in print)
- Note the use of Evidence-Based Instruction, Data Driven Instruction, etc.
- Assist teacher (as directed) with IEP, SESIS and/or with the review of student goals
- Assist with the setup and use of technology (e.g., LCD projectors, Smartboard Technology)

3. Program Maintenance:

- Be aware of emergency procedures (fire drills, shelter drills, intruder alert, etc.)
- Have knowledge of the layout of the school (auditorium, principal's office, etc.) bathrooms, security desk, support staff, assistant principals, cafeteria.

4. Classroom Management:

- Observe how teacher handles behavior problems
- Help with emergency situations
- Participate in supervisory duties on the playground, in the cafeteria, bus duty, etc.
- Demonstrate knowledge of reporting procedures to parents
- Observe educational approaches (i.e., Differentiated Instruction, Response to Intervention - RTI)

5. Professional Responsibilities:

- Be knowledgeable of the school calendar and school events (parent-teacher conferences, special programs, etc.)
- Become knowledgeable of [NYS Learning Standards](#) and [Common Core Standards](#) used in the classroom
- Note the use of lesson plan formats (e.g., [Universal Design for Learning - UDL](#))

6. Additional Teaching Experiences:

- Observe specialists PE Teacher ___ Speech Clinician ___ Art Teacher ___ Reading Teacher ___
 Music Teacher ___ Gifted/Talented Teacher ___ Special Education Teacher ___
 English as a Second Language Teacher ___ Technology Teacher ___

**Master of Science in Education & Special Education
Field Experience Verification Form**

(To be completed by Touro Field Experience professor)

Field Experience Student: _____ Course: _____ Section: _____
Cooperating Teacher: _____
Field Experience Instructor: _____
Semester: _____ Year: _____ Date: _____
School and Location: _____
Class: _____ Type of Class: _____ Room #: _____

Comments on Appropriateness of Setting:

Comments on Student's Responsibilities and Activities:

Student work with children from high need community in this or other school:

School # or Name: _____

I am participating in Field Experience course EDSN 682, and I am documenting my activities as set forth in the Field Experience Student Guide. The course requirements have been reviewed by my instructor and me.

Additional Comments:

Professor's Signature

Date

Student's Signature

Date

Field Experience Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Field Experience student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine his/her grade in this course. Your cooperation and assistance are greatly appreciated.

Field Experience Student: _____ Course: _____ Semester: _____

Field Experience Instructor: _____

Cooperating Teacher: _____ Grade: _____ Type of Class: _____ Room #: _____

School Name and Address: _____

Strongly Disagree

Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1) APPEARANCE | | | | | |
| • The Field Experience student dresses and grooms in a reasonably appropriate manner. | | | | | |
| 2) PUNCTUALITY | | | | | |
| • The Field Experience student is on site for the agree-upon time period each day. | | | | | |
| 3) ATTENDANCE | | | | | |
| • The Field Experience student's absences are minimal. | | | | | |
| 4) INITIATIVE/CREATIVITY | | | | | |
| • The Field Experience student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities. | | | | | |
| 5) JUDGEMENT | | | | | |
| • The Field Experience student uses good judgment in responding to children across a range of contexts and situations. | | | | | |
| 6) RAPPORT | | | | | |
| • The Field Experience student develops positive relationships with children, parents, administrators, teacher, and other school staff. | | | | | |
| 7) RAPPORT WITH STUDENTS WITH DISABILITIES | | | | | |
| • The Field Experience student demonstrates an ability to relate constructively to students with disabilities. | | | | | |
| 8) VERBAL SKILLS | | | | | |
| • The Field Experience student speaks in a clear, easily audible voice. | | | | | |

Strongly Disagree

Strongly Agree

9) WRITTEN WORK

1 2 3 4 5

- The Field Experience student writes on boards and charts in a legible, well—organized fashion.

10) ORGANIZATION AND PREPARATION

1 2 3 4 5

- The Field Experience student is well-prepared in regard to materials with which he or she is called to assist.

11) CLASSROOM MANAGEMENT

1 2 3 4 5

- The Field Experience student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

12) PROFESSIONAL KNOWLEDGE

1 2 3 4 5

- The Field Experience student is familiar with the content area in which he or she is working with children.

13) KNOWLEDGE OF LEARNING STANDARDS

1 2 3 4 5

- The Field Experience student demonstrates knowledge of NYS/Common Core Learning Standards

14) KNOWLEDGE OF COMPUTER/TECHNOLOGICAL APPLICATIONS

1 2 3 4 5

- The Field Experience student demonstrates ability to appropriately use educational technology

15) USE OF SUPERVISION

1 2 3 4 5

- The Field Experience student integrates suggestions made during supervision into work with children.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

- _____ culturally diverse populations
- _____ children with special learning needs
- _____ English language learners
- _____ children from high need communities

Additional comments:

Recommendations:

Cooperating teacher's signature: _____ Date: _____

Field Experience student's signature: _____ Date: _____

Practicum Activity Checklist

During the Practicum component of the course you will get a chance to take a much more active role in the classroom as well as take upon yourself more responsibility in many areas. During Practicum you will be observed twice by your instructor. Be sure to coordinate a convenient time for observation for both your cooperating teacher and your instructor. Prior to your scheduled observation, you are expected to submit your lesson plan to your instructor.

Some of the possible activities you will be participating in are listed below. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she check off each activity as it is completed, and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

1. *Instructional Responsibilities:*

Plan and assemble a bulletin board

Read a story aloud

Teach a small group lesson:

spelling, math, reading, social studies, science, language arts

Teach a large group lesson:

spelling, math, reading, social studies, science, language arts

Incorporate manipulatives into a lesson

Demonstrate the use of cooperative learning

Develop an educational unit in a Special Education and General Education class

Organize a field trip

Participate in a team teaching experience

Share lesson planning, including provisions for differentiated instruction with cooperating teacher(s)

Incorporate computer technology in a lesson with [Common Core Standards](#)

Incorporate library resources in a lesson

Demonstrate the ability to prepare lesson plans for a substitute teacher

2. *Student and Program Evaluation:*

Use pre-assessment, formative assessment and summative assessment to choose and adapt evidence-based methods of instruction and intervention

Construct a test or evaluative tool

Administer a test or evaluative tool

Interpret test results

Use a test or evaluative tool to diagnose and suggest remediation for:

an individual student a group of students

Use authentic assessment tools, such as observation, anecdotal note taking, portfolio evaluations, and checklists

3. *Use of Technology and Other Instructional Aids:*

Demonstrate practical use of available technology:

Smartboard Internet video animations LCD and/or overhead projector

e-portfolio video laminating machine computer assisted learning

electronic record keeping web page design Internet UDL lesson planning

PowerPoint or multimedia presentations

4. Program Maintenance:

- Supervise daily logistical activities
- Demonstrate knowledge of emergency procedures, including location of sterile gloves
- Demonstrate knowledge of function and responsibilities of support staff

5. Classroom Management:

- Manage individual and group behavior conducive to an effective learning climate
- Maintain a neat and orderly classroom
- Facilitate cooperative learning groups
- Participate in supervisory duties on the playground
- Participate in supervisory duties in the cafeteria
- Maintain attendance records
- Make and keep progress charts
- Participate in maintaining cumulative records, IEP, SESIS
- Demonstrate knowledge of reporting procedures to parents

6. Professional Responsibilities:

- Attend after-school events, including parent-teacher conferences
- Attend faculty and in-service meetings
- Learn all courses of study (i.e., programs of study mandated by the school system)
- With the approval of cooperating teacher, write a letter to pupils' parents (e.g., a letter of introduction and information letter about a unit of study)
- Become familiar with the system used by the school district to assess the performance of teachers
- Acquire knowledge of professional organizations and resources

7. Additional Teaching Experiences:

- Prepare instructional plans for a teacher's aide or parent volunteer
- Observe specialists in the school:
 - PE Teacher__ Speech Clinician __ Art Teacher __ Reading Teacher __
 - Music Teacher __ Gifted/Talented Teacher ____ Special Education Teacher __
 - English as a Second Language Teacher __ Technology Teacher ____

8. Other Experiences (including knowledge of school services and procedures):

- Clinical services School counseling services Special testing Special education
- Homebound instruction

Practicum Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Practicum student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine his/her grade in this course. Your cooperation and assistance are greatly appreciated.

Practicum Student: _____ Course: _____ Semester: _____

Practicum Instructor: _____

Cooperating Teacher: _____ Grade: _____ Type of Class: _____ Room #: _____

School Name and Address: _____

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
1) APPEARANCE	1	2	3	4	5
• The Practicum student dresses and grooms in a reasonably appropriate manner.					
2) PUNCTUALITY	1	2	3	4	5
• The Practicum student is on site for the agree-upon time period each day.					
3) ATTENDANCE	1	2	3	4	5
• The Practicum student's absences are minimal.					
4) INITIATIVE/CREATIVITY	1	2	3	4	5
• The student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities.					
5) JUDGEMENT	1	2	3	4	5
• The Practicum student uses good judgment in responding to children across a range of contexts and situations.					
6) RAPPORT	1	2	3	4	5
• The Practicum student develops positive relationships with children, parents, administrators, teacher, and other school staff.					
7) RAPPORT WITH STUDENTS WITH DISABILITIES	1	2	3	4	5
• The Practicum student demonstrates an ability to relate constructively to students with disabilities.					
8) DIFFERENTIATED INSTRUCTION	1	2	3	4	5
• The Practicum student demonstrates the ability to apply principles of differentiated instruction.					
9) MULTICULTURAL AWARENESS /SENSITIVITY	1	2	3	4	5
• The Practicum student demonstrates awareness of multicultural issues as they arise in school.					

10) VERBAL SKILLS

1

2

3

4

5

- The Practicum student speaks in a clear, easily audible voice.

11) WRITTEN WORK

1

2

3

4

5

- The Practicum student writes on boards and charts in a legible, well—organized fashion.

12) ORGANIZATION AND PREPARATION

1

2

3

4

5

- The Practicum student is well-prepared in regard to materials with which he or she is called to assist.

13) CLASSROOM MANAGEMENT

1

2

3

4

5

- The Practicum student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

14) CONTENT KNOWLEDGE

1

2

3

4

5

- The Practicum student has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning.

15) PEDAGOGICAL KNOWLEDGE

1

2

3

4

5

- The Practicum student teacher has a good grasp of pedagogical knowledge and skills required for effective lesson presentations and assessment of student learning

16) CRITICAL THINKING/ INFORMATION LITERACY

1

2

3

4

5

- The Practicum student encourages critical thinking, including on information literacy, when interacting with children.

17) KNOWLEDGE OF LEARNING STANDARDS

1

2

3

4

5

- The Practicum student demonstrates knowledge of and appropriately refers to NYS and/or Common Core Standards

18) ABILITY TO USE COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1

2

3

4

5

- The Practicum student effectively uses educational technology

19) DATA-SUPPORTED INSTRUCTION

1

2

3

4

5

- The Practicum student recognizes the importance of the use of data-supported instruction with the children.

20) USE OF SUPERVISION

1

2

3

4

5

- The Practicum student integrates suggestions made during supervision into work with children

Strongly Disagree

Strongly Agree

21) PROFESSIONAL IDENTITY

1

2

3

4

5

- The Practicum student conveys a sense of commitment to the teaching profession.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

- _____ culturally diverse populations
- _____ children with special learning needs
- _____ English language learners
- _____ children from high need communities

Additional comments:

Recommendations:

Cooperating teacher's signature: _____ Date: _____

Practicum Student's signature: _____ Date: _____

Anecdotal Log for Field Experience and Practicum I

Non-certified teachers complete a minimum of 2 anecdotal logs each week, for a total of 30

Certified teachers complete a minimum of 1 log each week, for a total of 15.

A log entry is a short report that describes in a factual way any incident of educational interest that occurs in the classroom, the hallway, while children are getting off the school bus, etc. They can describe interactions between children, children and adults, or children and materials in the environment.

Course: Semester: Field Experience/Practicum Instructor:
Student Name: Student ID:
School: School Address:
Grade/Age: Cooperating Teacher:
Type of Class (Gen Ed. Sp. Ed, Inclusion):

Date:

Time Started: Time Ended:

Classroom Activities:

Observations:

Critical Analysis of the Observations:

Lesson Observation Logs

These are detailed analyses of lessons you have observed your cooperating teacher present. You will be using the template on the following page. You will use this same template when preparing your Practicum lesson for observation. Some clarifications:

- Learning Objectives are clear statements of what the teacher wants the students to be able to do as a result of the lesson. Start them with, "Students will be able to..." The verbs you use in your lesson objectives should be action verbs or verbs you can use to measure performance. Passive verbs are often immeasurable and so should be avoided when writing objectives. Passive verbs to avoid include: *know, understand, appreciate, believe, enjoy, etc.*
- Applicable Common Core Learning Standard: You may access Common Core standards at <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards> Remember to write out the standards, rather than just list their numbers.
- Review and Link with Prior Knowledge: "Prior knowledge" is the knowledge base students bring to a lesson or specific topic.
- Key Vocabulary: Here you list the new words and terms introduced and/or used in the lesson.
- Materials: When writing your own lesson plan, remember that it should be clear enough so a substitute teacher can read it and implement the lesson. So include lots of details—for example, if you are reading a book to the class, include author and title. If you are doing an art project, make sure all materials are listed.
- Motivation refers to a brief activity that "hooks" learners at the beginning of a lesson. It can be a story, a picture, a song—anything that stimulates interest.
- Lesson Plan Procedures: Here is where you list all the steps involved in the lesson. Include here any key questions posed to the children.
- Medial Summary is when the teacher, in the middle of the lesson, determines how well the students are grasping the material. It is basically a mid-lesson check of understanding of what has been taught.
- Differentiated Instruction: How does the teacher modify and/or enhance the lesson to accommodate all kinds of learners? This may include assistive technology, tiered activities, as well as activities geared to various learning styles (kinesthetic, visual, etc.).
- Opportunities for Practice: How do students demonstrate that they have grasped the skills and concepts their teacher has presented? A practice activity can be individual or cooperative. For example, going over examples together as a group to see how the students do.
- Final Summary: This is NOT a summary of the lesson ("the lesson went very well"). It is how a teacher wraps up a lesson and help students organize new information into a meaningful context in their minds. For example, at the end of a lesson the teacher may engage students in a quick discussion about what exactly they learned and what it means to them. Or perhaps the teacher has students come up and share with their classmates whatever they had been working on.
- Assessment: This refers to methods used by the teacher to assess student understanding of the lesson's learning objectives. In other words, it is how the teacher determines if students have learned the content taught. Assessment may include informal observation, projects, completed work, tests, etc.
- Classroom Management: This is where you list any classroom procedures used to manage behavior (such as using table captains, marble jar, "stoplight" management, tickets, etc.)
- Attention to Multicultural Issues: How did the teacher incorporate multiculturalism into the lesson?
- **It is likely that not every lesson you observe will include all elements listed on the form. If, for example, the teacher did not differentiate instruction, state what you might have done differently if delivering the lesson.**

Lesson Observation Log for Field Experience and Practicum

Non-certified teachers complete a total of 15 logs

Certified teachers complete a total of 8 logs

Student Name:	Touro Student ID:
School:	Date: Class: Grade:
Subject:	Type of Class (General/ Special Ed/Inclusion):
Lesson Topic:	Cooperating Teacher:
Learning Objective:	
Applicable Common Core Learning Standard:	
Link with Prior Knowledge:	
Key Vocabulary:	
Materials:	
Motivation:	
Lesson Plan Procedures:	
Medial Summary:	
Differentiated Instruction:	
Opportunities for Practice:	
Final Summary:	
Assessment:	
Classroom Management:	
Attention to Multicultural Issues:	

EDSN682: Field Experience and Practicum I- Birth-Grade 2
Some Issues of Particular Importance in Work with Young Children

1. Although young children often have difficulty communicating their thoughts and feelings verbally, their behavior often communicates meaning implicitly. Note instances in which a teacher seemed to correctly “read” a child’s implicit communication through behavior.

- a.
- b.
- c.
- d.
- e.

Comments:

2. Teachers incorporate a variety of teaching approaches that appeal to various learning styles and modalities. Highlight various teacher activities that are responsive to different learning styles and modalities.

- a.
- b.
- c.
- d.
- e.

Comments:

3. Shy children are often hesitant about joining group play activities. What have you observed teachers do with such children that is responsive to their fears, needs and wishes?

- a.
- b.
- c.
- d.
- e.

Comments:

4. Creating a safe, secure emotional as well as physical environment is particularly important in working with young children. What are some ways you have observed teachers contributing to the creation of secure relationships and a safe emotional climate?

- a.
- b.
- c.
- d.
- e.

Comments:

5. Developmentally appropriate curriculum provides for a child's physical, emotional, social, linguistic, aesthetic, and cognitive development. Cite some of the ways in which teachers you have observed encourage development in these areas.

- a.
- b.
- c.
- d.
- e.

Comments:

6. How do teachers you have observed provide opportunities to support children's home culture (and possibly language), while also developing their ability to comfortably participate in the shared culture of the school community?

- a.
- b.
- c.
- d.
- e.

Comments:

Essay 1: Assessment of Student Learning

Write a one-page paper in which you describe the following in regards to the lesson presentation for which you were observed:

- your student population
- your lesson topic
- the method(s) you used for assessment of student learning objectives for the lesson, including how you used assessments for exceptional students or modified assessments for use with exceptional students
- the information you derived from the assessment
- how you will use the information derived from the student assessment for related future lessons with this or other student populations

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 38 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 40 may also be of assistance.

Essay 2: Critical Incidents

Write a paper of approximately 1500 words in length in which you discuss in-depth any critical incidents that occurred between teacher and children or among children in your classroom observations. Discuss ways in which things went well or badly and what lessons can be learned for managing similar situations in the future. Refer to pertinent literature, including literature from courses in the program, in your discussion.

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 38 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 40 may also be of assistance.

Essay 3: Celebrating Diversity in the Classroom

Write a paper of approximately 1500 words in length in which you describe what a learning community that celebrates diversity is. What are some strategies a teacher can utilize in order to create an educational environment that lends itself to acceptance of all people and where all learners can feel successful? Did you observe your cooperating teacher implement any strategies in the classroom to celebrate diversity and incorporate multiculturalism in the classroom? Refer to pertinent literature, including literature from courses in the program, in your discussion.

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 38 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 40 may also be of assistance.

FINAL PROJECT

Upon completion of your EDSN 682 course, you will submit a Final Project to your instructor. It will consist of all required forms/paperwork from your Field Experience/Practicum experience as well as several written assignments. Your instructor will review the requirements of this project in your live meetings, but feel free to contact your instructor with any questions you may have.

What will the Final Project include?

Below are the required components of your project in the order in which they must be assembled. Each of these components will be explained and elaborated upon in depth on the following pages of this guide.

1. Cover Page
2. Table of Contents
3. Signed School Certification Form
4. Signed Field Experience Verification Form
5. Signed Student Time Sheets
6. Field Experience Activity Checklist
7. Practicum Activity Checklist
8. Signed Cooperating Teacher Evaluation Forms for Field Experience
9. Signed Cooperating Teacher Evaluation Forms for Practicum
10. Thirty Anecdotal Logs (15 for certified teachers)
11. Fifteen Lesson Observation Forms (8 for certified teachers)
12. Lesson Plan for the lesson your instructor observed
13. Signed Instructor's observation rubric for lesson you were observed presenting
14. Some Issues of Particular Importance questions
15. Essay 1: Assessment of Student Learning
16. Essay 2: Critical Incidents
17. Essay 3: Celebrating Diversity in the Classroom

What will your Final Project look like?

1. Your project will be polished and well-written. Poor spelling is inexcusable! Some of the forms that you type directly onto cannot be "spellchecked", so check for spelling prior to cutting and pasting onto them.
2. Your project is the culmination of lots of hard work and dedication. Make it attractive, organized and a pleasure to read!

Project Components

1. Cover Page: A decorative cover will enhance your project. Please do not take pictures or include pictures of your students. Your cover must include:
 - your name
 - your Touro student ID number
 - course number and section
 - professor's name
 - semester and year
 - an appropriate decorative graphic
2. Table of Contents- List all items in your project together with corresponding page numbers
3. Signed School Certification Form (page 8): This form must be signed by both the principal/administrator and cooperating teacher(s). If you are in more than one school, you will need one of these for each of them.
4. Signed Field Experience Verification Form (page 11): Your instructor will pay a casual visit to your Field Experience placement and will complete this form. You must sign as well.
5. Signed Student Time Sheets (pages 10 & 16): You must keep a careful record of your hours in each classroom placement. Be sure to have your cooperating teacher sign, and not just initial, next to your hours.
6. Field Experience Activity Checklist: (page 9)
7. Practicum Activity Checklist: (pages 14-15)
8. Signed Cooperating Teacher Evaluation Form for Field Experience (pages 12-13): Make copies for all Field Experience cooperating teachers to complete at the end of your time in their classrooms
9. Signed Cooperating Teacher Evaluation Form for Practicum (pages 17-19): Make copies for all Practicum cooperating teachers to complete at the end of your time in their classrooms
10. Thirty Anecdotal Logs (page 20): These short reports describe everyday interactions in the classroom. See page 27 for more details.
11. Fifteen Lesson Observation Logs (page 22): These forms are to be used for detailed analyses of lessons you have observed your cooperating teacher present. This is the same template you will be using when preparing your Practicum lesson for observation. See page 21 for more details.
12. Lesson Plan: You will be observed once during your Practicum. Here you will include the lesson plan for the lesson your instructor observed. Be sure to use the same Touro lesson plan template you used for your Lesson Observation Logs.
13. Signed Instructor's Observation Rubric (pages 35-36): Your instructor will complete a rubric after observing your lesson. This form must be signed by both your instructor and yourself.
14. Some Issues of Particular Importance (pages 23-24): You will provide short answers to these questions, based on your experiences in the early childhood classroom during this course.
15. Essay 1: Assessment of Student Learning (page 25): one page, APA format
16. Essay 2: Critical Incidents (page 26): 1500 word, APA format
17. Essay 3: Celebrating Diversity in the Classroom (page 27): 1500 word, APA format

Teaching Rubric for Formal Observations of Student Lessons (Practicum)
Student Teaching Observation Rubric: Domain 1 (1 of 5)

Domain 1: Planning and Preparation	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
1a: Demonstrates Content Knowledge (including NYS Learning Standards)	Student teacher displays little understanding of content/standards and makes no connection to other disciplines.	Student teacher has basic understanding of content/standards and makes some attempt to connect with other disciplines.	Student teacher has a solid understanding of content/standards and extends connections to other disciplines.	Student teacher has an extensive understanding of content/standards and makes meaningful connections to other disciplines.
1b: Demonstrates Knowledge of Pedagogy	Student teacher displays little understanding of pedagogical content and does not address students' misconceptions.	Student teacher displays partial understanding of pedagogical content and makes some attempt to address students' misconceptions.	Student teacher has solid knowledge of pedagogical content and anticipates most student misconceptions.	Student teacher has a comprehensive understanding of pedagogical content knowledge and consistently anticipates student misconceptions.
1c: Plans with Knowledge of Student Background, Skills, and Interests to Differentiate Instruction	Student teacher does not use knowledge about student background, skills, and interests to plan lessons that differentiate instruction	Student teacher attempts to use student information to plan lessons that differentiate instruction	Student teacher demonstrates knowledge of students and uses this information to plan appropriate lessons and differentiate instruction.	Student teacher demonstrates thorough knowledge of students and consistently uses this information to plan engaging lessons that differentiate instruction.
1d: Selects Appropriate Instructional Goals/ Addresses NYS Learning Standards	Student teacher's instructional goals are inappropriate for student learning level and do not address standards.	Student teacher's instructional goals are appropriate some of the time. Standards are inconsistently addressed.	Student teacher's instructional goals are consistently appropriate. Standards are consistently incorporated.	Student teacher's instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources (including technology)	Student teacher is unaware of teaching resources available for whole class, small group, and individualized instruction (e.g., texts, visuals, and Internet).	Student teacher uses teaching resources sparingly (e.g., texts, visuals, and Internet).	Student teacher consistently makes use of teaching resources (e.g., texts, visuals, and Internet).	Student teacher makes use of a variety of teaching resources (e.g., texts, visuals, and Internet) and seeks out new technologies.
1f: Designs Coherent Instruction	Student teacher designs lessons/units that do not support instructional goals and do not contain a logical structure.	Student teacher's lessons/units are sometimes logical and some elements support instructional goals.	Student teacher lesson/unit design contains a logical structure and elements support instructional goals.	Student teacher's lesson/unit design is highly coherent and all elements support instructional goals.
1g: Assesses Student Learning	Student teacher's design lacks a plan for appropriate assessment.	Student teacher's assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Student teacher's assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Student teacher's assessment plan will yield quality information about student understanding of stated goals, and student teacher consistently uses information to plan future lessons.

This rubric draws on guidelines from the work on student teaching evaluation rubrics from educators such as Charlotte Danielson and Robert Marzano as well as materials from the New York State Education Department Teacher Certification Exams and New York State United Teachers.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)
Student Teaching Observation Rubric: Domain 2 (2 of 5)

Domain 2: Classroom Environment	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
2a: Creates an Environment of Respect and Rapport	Classroom interactions are negative or inappropriate and characterized by conflict.	Classroom interactions are usually appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions are consistently appropriate and sensitive to the cultural and developmental differences among students.	Classroom interactions reflect genuine warmth and caring and are respectful of the cultural and developmental differences among students.
2b: Establishes High Expectations	Student teacher has low expectations for student achievement.	Student teacher may have high expectations, but students do not clearly understand what is expected of them.	Student teacher has high expectations for student achievement; students frequently achieve at the expected level and often take pride in their work.	Student teacher has high expectations for student achievement; students consistently meet those expectations and take pride in their work.
2c: Manages Classroom Procedures	Instructional time is lost because classroom procedures are either nonexistent or inefficient.	Classroom procedures function unevenly or inconsistently.	Classroom procedures function smoothly most of the time.	Classroom procedures function smoothly because of teacher and student commitment.
2d: Manages Student Behavior	Standards of classroom behavior are not communicated and student teacher does not respond to student misbehavior.	Standards of classroom behavior are applied inconsistently and student teacher responses are not always successful.	Student teacher has established clear standards of behavior and responds appropriately.	Student teacher has established clear standards of behavior and is proactive in preventing student misbehavior.
2e: Uses Physical Environment to Support Learning Activities	Physical environment is unsafe/inaccessible and does not support learning.	Classroom environment is safe, but furniture arrangement presents accessibility issues and may not support learning.	Student teacher's classroom is safe, accessible, and supports learning.	Student teacher makes it a priority to use physical environment to support learning.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)
Student Teaching Observation Rubric: Domain 3 (3 of 5)

Domain 3: Instruction	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
3a: Communicates Clearly and accurately	Student teacher's oral and written communication is unclear, contains errors, or is inappropriate.	Student teacher's oral and written communication is appropriate, generally free from error, but may require further explanation.	Student teacher's oral and written communication is clear, appropriate, and accurate.	Student teacher's oral and written communication is clear and expressive, and consistently accurate.
3b: Uses High-level, Open ended Questions	Student teacher uses closed, low level questions that allow for little student discussion.	Student teacher uses high level, open-ended questions, and discussion techniques unevenly, which leads to moderate student discussion.	Student teacher uses high level, open-ended questions and discussion techniques, which leads to full student participation.	Student teacher encourages student inquiry by modeling and directly teaching how to create and use high level, open-ended questions to facilitate discussion.
3c: Engages Students in Learning	Student teacher does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Student teacher attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Student teacher is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Student teacher is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure	Student teacher's pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Student teacher's pacing is uneven, and s/he does not always provide closure.	Student teacher's pacing is on target and s/he brings closure to the lesson.	Student teacher consistently paces instruction and effectively provides closure to each lesson.
3e: Provides Appropriate Feedback to Students	Student teacher's feedback is negative and not timely. No attempt is made to make use of it in the teaching/learning process.	Student teacher's feedback is of uneven quality, inconsistently timed and minimally incorporated into the teaching/learning process.	Student teacher's feedback is timely and of consistently good quality, and incorporated into the teaching/learning process.	Student teacher's feedback is timely, consistent, of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness	Student teacher proceeds with planned lesson in spite of evidence of student misunderstanding and assumes no responsibility for students' failure to understand.	Student teacher makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Student teacher successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)
Student Teaching Observation Rubric: Domain 4 (4 of 5)

Domain 4: Professional Responsibility	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
4a: Reflects on Teaching	Student teacher does not attempt to reflect on his or her own performance.	Student teacher's self-reflections rarely go beyond the surface, and s/he rarely applies reflection to practice.	Student teacher reflects thoughtfully and accurately and applies reflection to practice.	Student teacher reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement	Student teacher does not attempt to reflect on student achievement.	Student teacher begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Student teacher reflects on how his/her performance affects student achievement and attempts to use information to improve instruction.	Student teacher consistently reflects on how his/her performance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement	Student teacher provides no evidence of student achievement.	Student teacher provides a minimal range of quality evidence of student achievement and does not use information to improve instruction.	Student teacher provides an adequate range of quality evidence of student achievement and attempts to use information to improve instruction.	Student teacher provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback	Student teacher is defensive about mentor and supervisor feedback and does not use information to improve performance.	Student teacher listens to mentor and supervisor feedback but does not use information to improve performance.	Student teacher accepts mentor and supervisor feedback and uses information to improve performance.	Student teacher seeks mentor and supervisor feedback and consistently incorporates information to improve performance.
4e: Exhibits Professional Demeanor	Student teacher exhibits unprofessional demeanor with regard to dress, language, etc.	Student teacher has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Student teacher exhibits professional demeanor with regard to dress, language, etc.	Student teacher is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility	Student teacher is not a responsible professional: exhibits poor attendance/lateness/disrespect for students, colleagues and/or parents.	Student teacher needs to be reminded of professional responsibilities, such as poor attendance/lateness/disrespect to students, colleagues and/or parents.	Student teacher exhibits professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.	Student teacher is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationships with students, colleagues and parents.
4g: Works Cooperatively with Other Professionals	Student teacher's relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities	Student teacher's relationships with colleagues are cordial. Student teacher participates in school activities only when asked.	Student teacher maintains positive relationship with colleagues and seeks opportunities to participate in school activities.	Student teacher helps to build collaborative relationships with colleagues and contributes to school activities.

Teaching Rubric for Formal Observations of Student Lessons (Practicum)
Student Teaching Observation Rubric: Domain 5 (5 of 5)

Domain 5: Assessment	Ineffective: Unacceptable	Developing: Novice Student Teacher	Effective: Effective Student Teacher	Highly Effective: Advanced Student Teacher
5a. Uses a variety of assessments to plan or adjust instruction or activities	Student teacher uses a limited range of assessments and does not use the information gathered from assessments to plan or adjust instruction or activities.	Student teacher uses a limited range of assessments to plan or adjust instruction or activities for whole class and/or individual students.	Student teacher uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan or adjust instruction for whole class and individual students, including students with disabilities and English learners.	Student teacher consistently uses information from multiple pre-assessments, formative and summative assessments including, informal, alternative, and standard, to plan and adjust instruction or activities for whole class and individual students, including students with disabilities and English learners.
5b: Models and guides all students in assessing their own learning	Student teacher does not encourage student reflection or self-assessment.	Student teacher encourages student reflection and self-assessment during some learning activities.	Student teacher models reflection and self-assessment strategies and provides some opportunities for student reflection and self-assessment.	Student teacher consistently models reflection and self-assessment strategies and provides ongoing opportunities for student reflection and self-assessment.
5c: Provides opportunities for peer-assessment	Student teacher provides no opportunities for peer discussion related to improving learning.	Student teacher provides opportunities for peer discussion related to improving learning.	Student teacher models strategies and/or provides guidelines to help students engage in peer evaluation of work and provides opportunities for peer discussion.	Student teacher models strategies and provides guidelines to help students engage in peer evaluation of work and provides frequent opportunities for peer discussion.
5d: Uses information from students, families, and support specialists to improve academic progress and encourage personal growth	Student teacher rarely provides information to students, families, and/or support specialists about ways to improve learning outcomes or encourage personal growth.	Student teacher provides some information to students, families, and/or support specialists about ways to improve student learning outcomes and encourage personal growth, but the information is not clear or is incomplete.	Student teacher regularly exchanges information with students, families, and support specialists about ways to improve student learning outcomes and encourage personal growth.	Student teacher actively involves the student, family, and support specialists in frequent discussion about ways to improve student learning outcomes and encourage personal growth.
5e. Uses assessment to apply evidence-based practices	Student teacher demonstrates little knowledge of assessment tools to plan or implement evidence-based practices.	Student teacher demonstrates some use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher demonstrates consistent use of assessment tools to inform the choice and implementation of evidence-based practices.	Student teacher systematically assesses student needs to inform the choice and implementation of appropriate evidence-based practices to improve learning outcomes for all students.



Touro College

Student Teacher Observation Summary Form

To be completed by the Practicum Instructor Office of Clinical Practice

Teacher candidate:
School:

Professor:
Title of Lesson:

Observation #:
Grade:

Date:
Subject:

Summary of Lesson:

0=Not Observed 1=Ineffective 2=Developing 3=Effective 4=Highly Effective

Domain 1: Planning and Preparation

	0	1	2	3	4
1a: Demonstrates knowledge of content, including NYS learning standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrates knowledge of pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Plans with knowledge of students' backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Selects appropriate instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Demonstrates knowledge of resources, including technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designs coherent instruction, with application of principles of differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g: Assesses student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 1: Comments/Suggestions for future work:

Domain 2: Classroom Environment

	0	1	2	3	4
2a: Creates an atmosphere of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishes high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Manages classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Manages student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Uses physical environment to support learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 2: Comments/Suggestions for future work:

Domain 3: Instruction

	0	1	2	3	4
3a: Communicates clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Uses high level, open ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Actively engages students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Paces instruction and provides closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Provides appropriate feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f: Demonstrates flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 3: Comments/Suggestions for future work:

Domain 4: Professional Responsibility

	0	1	2	3	4
4a: Reflects on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Reflects on student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Provides evidence of student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Accepts constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Exhibits professional demeanor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Exhibits professional responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g: Works cooperatively with other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 4: Comments/Suggestions future work:

Domain 5: Assessment

	0	1	2	3	4
5a: Uses a variety of assessments to plan or adjust instruction or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b: Models and guides all students in assessing their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c: Provides opportunities for peer-assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d: Uses information from students, families, and support specialists to improve student academic and personal success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e: Uses assessments to apply evidence-based practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 5: Comments/Suggestions future work:

Overall evaluation of lesson:

Observer Signature: _____ Date: _____

*Teacher Candidate Signature: _____ Date: _____



Instructor Comments - Field Experience and Practicum I (EDSN 682)

Student Name:	Touro Student ID:	Date:
Course 682/Section:	Semester: Select 1 Year: Select 1	Instructor:

Assignment	Points	Comments
Anecdotal Logs (15%)	Writing: (5 pts) Appropriateness of incident (5 pts) Depth and extent of analysis: (5 pts)	
Lesson Presentation Observed (13%)	Average performance as indicated in observation form (13 pts).....	
Analysis of Log for Observations of Lesson Presentations (10%)	Writing: (5 pts) Depth and extent of analysis: (5 pts)...	
“Issues of Importance” Questions (10%)	Writing: (3 pts) Depth and extent of analysis: (7pts)...	
Cooperating Teacher Evaluations (10%)	Overall average: (10 pts)	
Essay 1 (Assessment), with articles, citations and sources (7%)	Writing: (3 pts) Depth and extent of analysis: (4pts)....	
Essay 2 (Critical Incidents), with articles, citations and sources (10%)	Writing: (3 pts) Depth and extent of analysis: (7pts)	
Essay 3 (Diversity), with articles, citations and sources (10%)	Writing: (3 pts) Depth and extent of analysis: (7pts)	
Group Meetings (10%)	Average of test scores: (10 pts)	
Portfolio Presentation (5%)	Overall organization and attractiveness of presentation: (5 pts)	
Total Points: 97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 68-69=D+; 66-67=D; 65=D-; Below 65=F	General Comments:	

Guide - APA Format–6th Edition

<http://web.calstatela.edu/library/guides/3apa.pdf>

OVERVIEW–The American Psychological Association (APA) style is widely accepted in the social sciences and other fields, such as education, business, and nursing. The APA citation format requires parenthetical citations within the text rather than endnotes or footnotes. Citations in the text provide brief information, usually the name of the author and the date of publication, to lead the reader to the source of information in the reference list at the end of the paper.

REFERENCE CITATIONS IN TEXT– APA utilizes a system of brief referencing in the text of a paper, whether one is paraphrasing or providing a direct quotation from another author’s work. Citations in the text usually consist of the name of the author(s) and the year of publication. The page number is added when utilizing a direct quotation.

Indirect Quotation with Parenthetical Citation

Libraries historically highly value intellectual freedom and patron confidentiality (LaRue, 2007).

Indirect Quotation with Author as Part of the Narrative

LaRue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

Direct Quotation with Parenthetical Citation

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness– genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

Direct Quotation with Author as Part of the Narrative

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness– genealogical rather than ecological"(p. 14).

CITING SECONDARY SOURCES -- When citing in the text a work discussed in a secondary source, give both the primary and the secondary sources. In the example below, the study by Seidenberg and McClelland was mentioned in an article by Coltheart, Curtis, Atkins, & Haller.

Seidenberg and McClelland’s study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) provided a glimpse into the world

In the references page, you would cite the secondary source you read not the original study.

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100, 589-608.

APA RULES FOR THE REFERENCES PAGE

The reference list at the end of your paper documents the articles used and provides the information necessary to identify and retrieve each source. Sources cited in text must appear in the reference list; conversely, each source referenced in the list must be cited in text.

The following sections show some of the more commonly used APA citation rules.

NOTE: All citations must be in the Hanging Indent Format with the first line flush to the left margin and all other lines indented.

JOURNALS, MAGAZINES, NEWSPAPER IN PRINT FORMAT

General Form: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal*, xx, xxx-xxx.

NOTE: The journal title and the volume number are in italics. Issue numbers are not required if the journal is continuously paged. If paged individually, the issue number is required and is in regular type in parentheses adjacent to the volume number.

One Author

Williams, J. (2008). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

Two to Seven Authors [List all authors]

Keller, T. E., Cusick, G. R., & Courtney, M. E. (2007). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453-484.

Magazine Article

Mathews, J., Berrett, D., & Brillman, D. (2005, May 16). Other winning equations. *Newsweek*, 145(20), 58-59.

Newspaper Article with No Author and Discontinuous Pages

Generic Prozac debuts. (2001, August 3). *The Washington Post*, pp. E1, E4.

BOOKS, CHAPTERS IN BOOKS, REPORTS, ETC.

General Form: Author, A. A. (Year). *Title of work*. Location: Publisher.

One Author

Alexie, S. (1992). *The business of fancy dancing: Stories and poems*.

Brooklyn, NY: Hang Loose Press.

Corporate Author with an Edition and Published by the Corporate Author

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.).

Washington, DC: Author.

Anonymous Author

Dorland's illustrated medical dictionary (31st ed.). (2007). Philadelphia, PA: Saunders.

Chapter in a Book

Booth-LaForce, C., & Kerns, K. A. (2009). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.

ERIC Document

Shyyan, V., Thurlow, M., & Liu, K. (2005). *Student perceptions of instructional strategies: Voices of English language learners with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903)

ONLINE JOURNALS, MAGAZINES, NEWSPAPERS

General Form – Databases: Author, A. A., Author, B. B., & Author, C. C.

(Year). Title of article. *Name of Journal*, xx, xxx-xxx. doi:xxxxxxxxxx

Article Retrieved from an Online Database

NOTE: Use the article's DOI (Digital Object Identifier), the unique code given by the publisher to a specific article.

Senior, B., & Swailes, S. (2007). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management*, 18, 138153. doi:10.1111/j.1467-8551.2006.00507.x

NOTE: Use the journal's home page URL (or web address) if there is no DOI. This may require a web search to locate the journal's home page. There is no period at the end of web address. Break a long URL before the punctuation.

Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2008). Violent victimization and the routine activities/lifestyle of active drug users. *Journal of Drug Issues*, 38, 1105-1137. Retrieved from <http://www2.criminology.fsu.edu/~jdi/>

Article from an Online Magazine

Lodewijkx, H. F. M. (2001, May 23). Individual-group continuity in cooperation and competition under varying communication conditions. *Current Issues in Social Psychology*, 6(12), 166-182. Retrieved from <http://www.uiowa.edu/~grpproc/crisp/crisp.6.12.htm>

OTHER ONLINE RESOURCES

General Form: Author, A. A. (Year). *Title of work*. Retrieved from web address

Online Report from a Nongovernmental Organization

Kenney, G. M., Cook, A., & Pelletier, J. (2009). *Prospects for reducing uninsured rates among children: How much can premium assistance programs help?* Retrieved from Urban Institute website: <http://www.urban.org/url.cfm?ID=411823>

Online Report with No Author Identified and No Date

GVU's 10th WWW user survey. (n.d.). Retrieved from http://www.cc.gatech.edu/user_surveys/survey-1998-10/

Web Sites in Parenthetical Citations:

To cite an entire Web site (but not a specific document within the site), it is sufficient to give the URL of the site in the text. **No entry in the reference list is needed. Example:**

Kidpsych is an excellent website for young children (<http://www.kidpsych.org>).

Writing Guide- References for College Papers-Steven Dutch, Natural and Applied Sciences, University of Wisconsin - Green Bay

<http://www.uwgb.edu/dutchs/paperref.htm>

General Principles for References

- Use the most original source possible.
- Use the most up-to-date and reliable source available.
- Your paper is only as good as its weakest source.

The Following are Usually NOT Acceptable References

- Class Lecture Notes
- Textbooks
- Encyclopedias
- Dictionaries
- Popular Books
- Popular Magazines
- Newspapers
- Radio and TV Broadcasts
- The Internet

Why? For the most part, they are not original sources. So why do we have encyclopedias and textbooks? To provide an overview or introduction to a topic for complete beginners. These are meant to get you started on a subject; they are not research documents. If you want to document a point in a textbook or encyclopedia article, locate the original source for the idea. Start with the sources cited by the textbook or encyclopedia.

The Following MAY be Acceptable References

- Reputable News Media (Time, Newsweek, New York Times)
- Serious Popular Magazines (New Yorker, National Geographic)
- Government Publications
- Internet versions of these sources

News media are acceptable only if the story is so fast-moving or so recent that there are no scholarly publications on the subject, or if you are researching a news story that has not yet been reported in other forms. Bottom line: use the media only if there is no other source.

The Following ARE Acceptable References

- Scholarly Periodicals
- Scholarly Books
- Reputable Translations of Foreign Works
- Student Theses
- Research Forums of Hotlines on the Internet
- Internet Periodicals by Reputable Organizations

Most of the information in academia does not flow through books! The real information flow is through periodicals. Even here, acceptability varies. *Scientific American* is acceptable for most college research papers, but not for a graduate thesis.

Some Common Writing Problems

- Run-on sentences: <http://www.roanestate.edu/owl/Run-on-Sentences.html>
- Transition words: <http://larae.net/write/transition.html>
- Noun-Pronoun Agreement:
 - <https://owl.english.purdue.edu/owl/resource/595/01/>
 - http://depts.dyc.edu/learningcenter/owl/exercises/agreement_pa_ex2.htm
- Word clutter/wordiness:
 - <http://www.roanestate.edu/owl/Clutter.html>
 - <https://owl.english.purdue.edu/owl/resource/572/2/>
- Verb tense consistency: <https://owl.english.purdue.edu/owl/resource/601/04/>
- Subject-verb agreement: <https://owl.english.purdue.edu/owl/resource/599/01/>
- Poor spelling
- Sentences that do not follow logically from what preceded them or flow logically into what follows them
- Incorrect use of punctuation
- Use of informal language
- Failure to follow instructions (not double spaced, pages not numbered, etc.)

For more help, contact the Touro Writing Center, located at Main Campus in Manhattan

Phone: 212-463-0400, x5273

The Student's Guide to Avoiding Plagiarism

<http://www.wvu.edu/soc/docs/plagiarism.pdf>

Plagiarism is the practice, whether intentional or not, of using someone else's words or ideas and presenting them as your own.

Plagiarism is stealing. By definition, when you plagiarize, you steal someone else's work. Plagiarism is also lying. By passing someone else's work off as your own you are lying to your instructor and your classmates. Plagiarism is equivalent to copying from someone else's paper during an exam and then pretending the work is your own. Using ideas and information from outside sources in your writing is essential. After all, the best social science writing demonstrates an appreciation of the knowledge compiled by other researchers before. There is nothing wrong with the act of presenting an idea from an outside source; but presenting that work as your own, either explicitly or implicitly, is wrong. Thus, it is important that you properly identify and give appropriate credit to these outside sources through the proper use of quotation marks, internal citations, and references.

Plagiarism is a dangerous crime because is very easy to commit unintentionally. The risk is greatest when the writer is simply unaware of the proper method of paraphrasing and citing other people's work. Plagiarism, like speeding, is defined by the act -- not the intention. Writers, like drivers, are expected to be aware of what they are doing. Whether deliberate or intentional, the repercussions of plagiarism are the same, and they are harsh.

The main point to keep in mind: If you want to incorporate another person's ideas in your own writing you must either put the idea in your own words or use direct quotes. And, no matter whether you use quotes or paraphrasing, you must acknowledge the original source by properly citing the original author.

Below is a passage from a recent book by Harvard sociologist, William Julius Wilson. Below the passage are examples of some of the most common types of plagiarism and some tips on how to avoid them:

Original passage:

Despite the overwhelming poverty, black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative. For example, the large survey of the UPFLS found that nearly all the black respondents felt that plain hard work is either very important or somewhat important for getting ahead...Nonetheless, given constraints and limited opportunities facing people in inner-city neighborhoods, it is altogether reasonable to assume that many of those who subscribe to these values will, in the final analysis, find it difficult to live up to them.

(W.J. Wilson, *When Work Disappears*, 1996, p. 67)

Word for Word Copying

As you likely know already, it is *not* acceptable to simply lift other people's words and present them as your own. This is another sledgehammer approach to plagiarism – not very subtle!

PLAGIARISM:

Black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative.

OK:

Wilson (1996: 67) argues that "[b]lack residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative."

You should not be afraid to include quotes from other people's work in your writing. While you should avoid writing a paper that just strings together one quote after another without any original thought or interpretation of

your own, there are some instances in which the original author's words are particularly eloquent or make the point better than you can. It is much better to admit this fact (you are, after all, not a paid professional -- at least not yet), include the direct quote, and move on than to "adopt" these words and pass them off as your own.

Improperly Paraphrasing

Rather than quoting someone directly, it is often the case that you will summarize and reword, or paraphrase, an idea or a passage. *Proper paraphrasing requires you to put the idea in your own words -- you cannot use exact sentences or phrases from the original source.* By definition, paraphrasing requires that you restate the idea in *other* words. Changing a few words, omitting or adding words, or altering the order of words or phrases is not enough. For example,

PLAGIARISM:

African Americans living in the central city verbally reinforce, rather than reject, the basic American ideals pertaining to individual initiative.

OK:

According to Wilson (1996) the ideals and values regarding self-reliance and hard work held by black inner-city residents are similar to those held by other Americans.

Paraphrasing well without stealing from the original author is difficult. *Again, it is not sufficient to just change a few words from the original text.*

Failing to Cite the Original Source

In general, it is better to put other people's ideas into your own words. However, doing so does not absolve you from the responsibility of attributing the thought to the original author. Remember that the definition of plagiarism is the use of someone else's words *or ideas* without attributing them to that person. For example:

PLAGIARISM

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work.

OK

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work (Wilson, 1996).

What needs to be cited?

As a rule, you need to provide a citation for any fact, figure, or idea that you present that cannot reasonably be assumed to be common knowledge. For example,

BAD:

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success.

This fact is not something that most people simply know. Thus, you need a citation.

OK:

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success (Wilson, 1996: 67).

It is *not* necessary to provide a citation for something that can reasonably be assumed to be general knowledge. For example:

OK:

President Clinton was first elected in 1992.

Recommended Readings

- Amatea, E. (2013). *Building culturally responsive family-school relationships* (2nd ed.). Boston: Pearson.
- Byram, M.; Nichol, A. & Stevens, D.(eds.) (2001). *Developing intercultural competence in practice*. Buffalo: Multilingual Matters, Inc.
- Clayton, M., & Forton, M. (2001). *Classroom spaces that work*. Greenfield, MA: Northeast Foundation for Children
- Cooter, R.B. & Reutzell, D.R. (2009). *The essentials of teaching children to read: The teacher makes a difference*. Boston: Allyn & Bacon.
- Denton, P. (2014). *The power of our words: Teacher language that helps children learn* (2nd ed.). Turners Falls, MA: Northeast Foundation for Children.
- Dodge, D.T.; Colker, L.J. & Heroman, C. (2002). *The creative curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies, Inc.
- Friend, M. & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Boston: Pearson/ Merrill publishers.
- Giorgis, C, & Glazer, J.I. (2009). *Literature for young children: Supporting emergent literacy ages 0 – 8* (6h ed.). Boston: Allyn & Bacon.
- Glanz, J.G. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2nd ed.). Thousand Oaks: Corwin Press.
- Grieshabaer, S.& Cannella, G.S. (eds.) (2001). *Embracing identities in early childhood education: Diversity and possibilities*. NY: Teachers Press.
- Norton, T.L. (2011). *50 Literacy strategies: Resources for beginning teachers, Grades 1-8* (3rd ed.). Boston: Allyn and Bacon.
- Neuman, S.B. & Dickson, D.K. (eds.) (2006). *Handbook of early literacy research*. NY: Guilford Press
- Olender, R., & Elias, J. (2010). *The school-home connection: Forging positive relationships with parents*. Thousand Oaks, Calif.: Corwin Press.
- Rosenberg, M.S.; O'Shea, L.J. & O'Shea, D.J.(2006). *Student teacher to master teacher: A handbook for pre-service and beginning teachers of students with mild and moderate handicaps* (4th ed.) . Upper Saddle River: Prentice Hall
- Safer, S. (2003). *Practical solutions to practically every problem: The early childhood teacher's manual*. St Paul, MN: Red Leaf Press.
- Serdyukov, P., & Ryan, M. (2008). *Writing effective lesson plans: The 5-star approach*. Boston: Pearson Allyn and Bacon.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.
- Vukelich, C.; Christie, J. & Enz, B. (2008). *Helping young children learn language and literacy: Birth through Kindergarten* (2nd ed.). Boston: Pearson
- Wong, H.L. & Wong, R.T. (2005). *The first days of school: How to be an effective teacher*. Mountainview, CA Harry K. Wong Publications.