

INTEGRATED METHODS FIELDWORK HANDBOOK
ELEMENTARY EDUCATION
PLYMOUTH STATE UNIVERSITY

Questions?

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GENERAL INFORMATION

REQUIRED HOURS

Clinical experiences provide multiple opportunities to apply educational theory in elementary classrooms with the support of a mentor teacher and boundary-spanning University faculty. Prior to student teaching, Elementary Education teacher candidates will have successfully completed approximately 300 hours of clinical experience. During Integrated Methods, teacher candidates will complete approximately 110 hours of clinical experience.

They will do this by attending their placements each Monday for the full school day, as well as 2 full weeks (9/30-10/4 and 11/18-11/22) during the semester.

TRANSPORTATION

Placements at all sites will necessitate having transportation. Carpooling is feasible for some placements.

BACKGROUND CHECKS

Background checks are specific to each school district and must be completed prior to entering your host school.

ATTENDANCE

Teacher candidates are expected to attend ALL scheduled field experience days. If you are ill on a scheduled field experience day, you must call the host school that morning prior to the start of the school day. In addition to calling the host school, you must email the Program Coordinator that morning, as well. Reliability is a professional disposition that will be monitored closely.

If you are a student athlete and have a conflict due to a sanctioned athletic event, the mentor teacher and the Program Coordinator must be informed prior to any absence.

If an absence occurs, the teacher candidate must arrange a make-up day with the mentor teacher. Once this date is set, the teacher candidate will email this information to the Program Coordinator.

PROFESSIONALISM

Teacher candidates are expected to arrive in host classrooms at least 15 minutes prior to the start of the school day. Reliability is a professional disposition that will be assessed by the mentor teacher.

Teacher candidates will share the Integrated Methods Practicum expectations with mentor teachers and they will also seek constructive feedback.

Teacher candidates are expected to follow the dress code of the host school and to communicate professionally with school staff. Teacher candidates are also expected to keep cell phones off during the instructional day. Respect is a professional disposition that will be monitored closely through school-based feedback. Teacher candidates will maintain appropriate professional boundaries with students and follow confidentiality procedures. Teacher candidates will not interact with students on social media.

DESIGNING INSTRUCTION

Teacher candidates will be using the Universal Design for Learning (UDL) Framework when designing learning experiences. During the Integrated Methods course teacher candidates will be expected to use this framework when planning their field lessons.

WHY USE UDL?

UDL recognizes that the way people learn is as unique as their fingerprints. Classrooms are highly diverse and curriculum needs to be designed to meet the needs of all learners from the very beginning. UDL minimizes barriers for students and maximizes learning. When teachers design learning for students who need supports or challenges, learning experiences are better for all students.

When planning instruction, teacher candidates will consider the following questions:

GOAL	What do I want students to learn? Unpack the standard, identify skills and concepts, and connect this goal to prior learning.
METHODS	What barriers exist that might interfere with my students achieving this goal? Know your learners through formative assessment. Use the UDL Principles as a guide to minimize barriers. How will I engage all learners in this learning experience? Identify the most appropriate instructional strategies that will engage learners.
MATERIALS	Which materials will I use to provide flexible paths for learning? Consider scaffolded support for vocabulary acquisition in all content areas, multiple media formats, and a variety of group settings.
ASSESSMENT	How will my students demonstrate understanding? Provide multiple ways for students to demonstrate understanding through action and expression. Provide clear models and targeted feedback to support progress toward the identified goal.

PROFESSIONAL LEARNING

In addition to collaborating during class and in the field, teacher candidates are also encouraged to expand their Personal Learning Community via ASCD.

ASCD

The Association for Supervision and Curriculum Development (ASCD) is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead. Teacher candidates are strongly encouraged to get involved in our campus chapter.

FOCUS PLAN

A Focus Plan is designed to help a teacher candidate meet field experience requirements while under the supervision of the mentor teacher and the Program Coordinator. The teacher candidate must demonstrate significant progress in all areas of concern.

Field experience students may be removed from a placement at the request of their host site or for other reasons involving unprofessional behavior. This may result in students not receiving credit for their field experience. The Program Coordinator will determine the appropriate next steps, including reassignment to a new field experience placement, implementation of a Focus Plan, or a recommendation to discontinue in the Elementary Education licensure program.

Integrated Methods

What are teacher candidates expected to do during the Integrated Methods Practicum?

The Integrated Methods teacher candidate will support student learning across all content areas through the use of effective instructional strategies and targeted feedback, actively reinforce the use of academic vocabulary, and refine reflective practices by closely analyzing student progress toward grade-level competencies.

Support Learning in all Content Areas

Integrated Methods teacher candidates are expected to become familiar with the grade-level expectations in all content areas through the review of competencies, standards, and curriculum resources (digital and print). Teacher candidates will design and implement a small or large group learning experience in all four content areas (math, science, social studies, and language arts). The teacher candidates are also encouraged to integrate content areas when designing lessons (PBL, Number Talks, etc.) Teacher candidates are also expected to assist students with technology tools, applications, and digital media, in order to support personalized learning and to enhance conceptual understanding. Furthermore, teacher candidates will demonstrate a growth mindset when interacting with students and when communicating student progress.

Support the Use of Academic Vocabulary

While facilitating collaborative discussions and/or providing content-specific feedback to students, Integrated Methods teacher candidates are expected to reinforce the use of academic vocabulary. Teacher candidates will intentionally scaffold vocabulary development in support of content area instruction.

How can mentor teachers support the development of Integrated Methods teacher candidates?

First of all, thank you for inviting our teacher candidate into your learning community! Your guidance is an invaluable part of our educator preparation program.

We would like our teacher candidates to experience the planning cycle as a reflective practitioner. There are many things that you can do to ensure a comprehensive field experience:

- Please provide access to grade-level/grade-band competencies, content-area standards, scoring rubrics, competency scales, anchor papers, etc.
- Feel free to treat the teacher candidate as a co-teacher; especially, when working with individual students and/or a small group. Allow the teacher candidate to preview an upcoming lesson, observe you teaching that lesson, and then invite the teacher candidate to assist you with that group. When the next group rotates to you, invite the teacher candidate to lead the learning under your close supervision.
- Meet together regularly to discuss relevant issues (classroom management, student strengths/needs/challenges/supports, curriculum development, etc.).
- The teacher candidate is required to lead 4 different learning experiences. Our preference is for them to teach one learning experience in each of the content areas (mathematics, science, social studies, language arts) and/or integrate content areas. As the teacher candidate leads the learning, please jot down lesson feedback. If time allows, a verbal debriefing is strongly encouraged and appreciated.
- Include the teacher candidate in the review of student work in relation to the targeted competencies. Please share examples of verbal and written content-specific feedback and expect the teacher candidate to demonstrate a growth mindset when providing feedback to students. Encourage the teacher candidate to consider next steps for instruction.
- Encourage the teacher candidate to explore classroom technology and assist students with the tools and applications across all content areas. Discuss with the teacher candidate WHY technology is used in your classroom and HOW it enhances and/or personalizes learning.
- The next step in the teacher candidate's journey is full-time student teaching. Toward the end of this field experience, please feel free to have the teacher candidate plan and lead classroom routines. For example, teacher candidates can greet students at the door, lead Morning Meetings, facilitate lesson closure discussions, design a Number Talk, review classroom rules, post on the classroom blog, etc.

LESSON APPROVAL AND MENTOR FEEDBACK

LESSON APPROVAL PROCESS

Integrated Methods teacher candidates are required to design and teach four lessons during the field experience. Teacher candidates can use lessons from site-based curriculum resources, but the teacher candidate must provide UDL considerations in the margins of the lesson plan and submit the enhanced plan for review prior to teaching. Each lesson must be approved by the mentor teacher prior to teaching the lesson. The mentor teacher must receive the proposed lesson 1 week prior to the scheduled date for teaching. If a mentor teacher requires revisions to the lesson, those revisions must be completed and resubmitted 3 days prior to teaching. Content area professors are available to review lesson plans and provide feedback to the teacher candidates. If the teacher candidate does not demonstrate careful preparation, a focus plan will be put in place.

In short, teacher candidates are not expected to fill out a blank template as a means of preparing a lesson. They are, however, expected to demonstrate clear preparation. This may take the form of annotating an existing lesson, writing summary notes, or even filling out a template. The teacher candidate should always be able to discuss the Goals, Methods, Materials, and Assessment in the lesson and how their plan is designed to reach and teach all learners.

MENTOR FEEDBACK

The mentor teacher will observe the teacher candidate during each of the four lessons and provide written feedback, which should also be shared directly with the Program Coordinator (emailing will typically suffice, even if it is a picture of a written document). The mentor teacher is encouraged to provide general feedback and also feedback related to Universal Design for Learning (UDL) considerations.

GENERAL FEEDBACK

Was the teacher candidate prepared to teach this lesson? What went well? What are some things to think about?

UDL CONSIDERATIONS

GOAL

Did the teacher candidate share the learning goal with students? Did the teacher candidate connect this goal to prior learning?

METHODS

Were the students engaged in this learning experience? Why? Were barriers to learning removed? How?

MATERIALS

Did the selected materials support learners? How? Did intentional support exist to promote academic vocabulary acquisition?

ASSESSMENT

Did the teacher candidate provide clear examples?

Did the teacher candidate provide multiple avenues for students to demonstrate understanding?

Did the teacher candidate provide targeted feedback?

**Plymouth State
University Elementary
Education**

Cohort Field Experiences

Teacher Candidate:	Cohort 1:	Cohort 2:
Evaluator:	Role:	
School:	Grade/Grade Band:	

Evaluators: If a teacher candidate EXCEEDS or DOES NOT MEET an expectation, please provide a comment that explains your rating. Your insights are used to inform University decisions.

Expectation	Exceeds	Meets	Approaching	Did Not Meet
1. Professionalism Consistently exhibits punctuality, attends all scheduled sessions, and follows the school's professional dress code.				
Comment:				
2. Preparedness Demonstrates an understanding of the grade level or grade band learning standards and competencies: Cohort I in ELA; Integrated Methods, in all content areas.				
Comment:				
3. Communication Demonstrates strong writing and oral communication skills. Consistently uses precise spelling and grammar with students, staff, and families.				

Comment:				
Expectation	Exceeds	Meets	Approaching	Did Not Meet
4. Attitude Demonstrates initiative through active participation in the learning community. Respects the diverse needs of all learners and promotes a growth mindset when providing student feedback and/or when discussing student performance.				
Comment:				
5. Reflective Practitioner Learns and adjusts from constructive feedback and reflection as evidenced by improvements in performance.				
Comment:				

Evaluator's Signature:

Date:

Teacher Candidate's Signature:

Date:

Mentor Teacher Comments: