



College of Education  
Department of Elementary Education  
**FALL, 2014**

Level 1/2 Handbook  
for  
ELED and EESE majors

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## INTRODUCTION

**Congratulations!** You are now in the internship portion of your major. Preparing to be a teacher will be exciting, rewarding, and full of responsibility. This handbook has been written to assist you with understanding the expectations, policies, and procedures for being a successful intern.

There are four levels of internships in the final two years of the elementary education program and of the elementary education/special education program. All of the courses in each level will be more complex than what you have previously experienced in your general education courses. Each level of the internships is a semester that focuses on some aspect of your development as a teacher. Level I courses in the elementary education program focus on literacy instruction with an internship class that will give you the opportunity to observe instruction and then apply some of what you have learned with actual students.

As a Level I intern you will be required to think like a teacher more than you have in past as a student. The focus will be on really learning and less on grades. Assignments will simulate tasks required in the real world of teaching, and therefore, make it impossible to simply follow a list of assignment directions. Instead, you will rely on your independent thinking, critical thinking, and problem solving to complete assignments. Lesson planning will require you to synthesize and apply what you have learned about literacy, and what you are learning about effective instruction. You will peer teaching your college classes, and you will have responsibility for instructional activities in your internship school classroom. In both settings, others will be depending on you. More than ever, your attendance, preparation, and professional participation for all courses will be extremely important to your success.

In summary, Level I is a challenging, but exciting semester. It will be an important opportunity to test your decision at this point to become a teacher. It will lay the groundwork for the knowledge, skills, and dispositions of being a successful future intern and of being a successful teacher in today's classrooms.

## Department of Elementary Education Program Courses and Catalog Description

Course	Catalog Description
<b>PRE- Program</b>	
EDUC 202	Philosophical, historical and contemporary issues of education as they relate to American urban and/or metropolitan schools and schooling. Critical analyses of the functions of urban schools through field-based observation and inquiry. Topics include the historical and contemporary issues around urban education as it intersects with society, culture, politics and economics within an urban framework.
ELED 200	Provides overview of children's development in the middle childhood years with specific focus on children's social, emotional, cognitive, and physical development in the elementary primary and middle grades. Prerequisite: PSYC 101 with a grade of C or higher.
ELED 320	Introduces the models and practices of written communication used by elementary teachers. Emphasis will be given to the genres taught in elementary school, the strategies and processes used to produce effective texts, and the features of quality texts. Students will use writing to analyze and evaluate claims, evidence and questions about teaching writing to diverse children. Prerequisite: ENGL 102.
ELED 322	Examination of theories, processes and acquisition of reading and language arts, including cognitive, linguistic, social and physiological factors involved in oral and written language development. Prerequisites: ENGL 102, ELED 200 and sophomore status.
<b>Level I</b>	
ELED 323	Principles for developing reading and language arts programs in the elementary classroom. Examination of current approaches, methodologies and strategies for instruction. Prerequisites: ELED 200 and ELED 363.
ELED 363	Initial experiences in teaching and learning in specified settings. Focus on observing and analyzing teaching and learning within the context of the school and community. Prerequisite: ELED 200. Lab/Class will be assessed.
EDUC 417	Study of literature, texts and technology of reading and language arts instruction. Attention to authors, illustrations, awards, criteria for selection and importance in curricula. Prerequisites: Two English courses.
ELED 357	Critique and reflect on theory and teacher practice that relate to teaching children who are learning English as a second language.
ARED 371 or KNES 324, or MUED 305	<ul style="list-style-type: none"> <li>• Major considerations of art education appropriate to the work of the elementary teacher; experiences with art materials. Lab/Class fee will be assessed</li> <li>• Responsibilities of the elementary school physical education teacher, including class organizational procedures, a variety of teaching methods, lesson and unit plan development, and content appropriate for the elementary school child. Includes observation and teaching experiences with elementary school children at various ages. Prerequisites for PHEC majors: KNES 290, KNES 283, KNES 284 and passing scores on Praxis I, SAT, ACT, or GRE. Prerequisites for Elementary Education majors: KNES 281 and KNES 282.</li> <li>• Methods and materials for teaching music in elementary school presented in a laboratory setting. Elementary education majors only. Not open to students who have successfully completed MUED 307. Prerequisite: MUSC 101.</li> </ul>

Course	Catalog Description
<b>Level II</b>	
BIOL 303 <b>OR</b> BIOL 382	<ul style="list-style-type: none"> <li>Living organisms in the environment, emphasizing modes of scientific inquiry and the utilization of living organisms in the classroom. Prerequisite: BIOL 110, 112, 115, 190 or 201. Not for credit toward the Biology major or minor, or M.S. degree in Biology.</li> <li>Designed for majors in Science or Education with an interest in Environmental Education; course work will take place in Costa Rica; emphasis on tropical forest ecology concepts applicable to K-12 environmental education and management of tropical natural resources. Cross-listed as ENV5 382. Prerequisites: minimum Junior status and consent of the instructor.</li> </ul>
PHSC 303	Physical science principles applied in the study of earth and space. Emphasis on experimental and discovery approaches. Prerequisite: PHSC 101. Lab/Class fee will be assessed.
MATH 323	Nature of instruction, organization of units of instruction, provisions for developing understandings, new programs and research findings, and techniques and evaluation. Required of all Elementary Education majors. No credit toward a mathematics major or minor. Prerequisites: MATH 204 (or MATH 206), MATH 205 (or MATH 207), and MATH 251.
MATH 324	Application of methodology for developing and conducting classroom activities in mathematical concepts and skills at local elementary school(s). Co-requisite: MATH 323. Graded S/U.
SCIE 376	Application, analysis, and integration of science teaching skills in the elementary classroom. Field experience in local schools. Taken concurrently with BIOL 303 and PHSC 303. Taken concurrently with BIOL 303 and/or PHSC 303.
ISTC 301	Materials, devices, techniques, and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Prerequisite: junior/senior standing or departmental approval. Lab/Class fee will be assessed.
<b>Level III</b>	
ELED 311	Curriculum methods and assessment strategies for the elementary school classroom. <b>Prerequisites:</b> Successful completion of Level I and Level II of the Elementary Education Professional Internships sequence. Co-requisite: ELED 312.
ELED 312	Completion of an internship in an elementary school classroom for a minimum of 120 hours. Prerequisite: successful completion of Level I and Level II of the Elementary Education Professional Internship Sequence. Corequisite: ELED 311.
ELED 365	Methods and materials for elementary school social studies instruction. Attention given to multicultural and global perspectives. Corequisite: ELED 311.
ELED 429	Examination of and practice using a range of assessments for reading and language arts development, focusing on the relationship of assessment to instructional planning for diverse learners. Prerequisites: ELED 323/ELED 611.
SPED 401	Designing and implementing inclusive programs. Prerequisite: SPED 301.
<b>Level IV</b>	
ELED 468	Fourteen- to 15-week, full-time field experience in public school classrooms under guidance of master teachers and university supervisor. Graded S/U. Prerequisite: successful completion of Level III of Elementary Education Professional sequence.
ELED 469	Readings, action research and discussion on school environments, instructional delivery, diagnosis/evaluation, classroom management policies. Active inquiry within context of classrooms and agencies that influence schooling practices. Prerequisite: successful completion of Level III of Elementary Education Professional sequence. Corequisite: ELED 468



**Department of Elementary Education (ELED)**

***Awareness, Analysis, Action***

**ELED Ten Guiding Principles\***

1	<p><b>Education and the Learner in Context</b>            Graduates of our program understand the historical, political, philosophical, anthropological, and communal aspects of schooling as well as the physical, cognitive, emotional, and social factors that influence children’s development.</p>
2	<p><b>Learning as a Process</b>            Graduates of our program view learning as a complex, ongoing process and effectively cultivate differentiated levels of support, challenge, and enrichment for all students.</p>
3	<p><b>Skillful Approach to Engaging with Content</b>            Graduates of our program have a comprehensive grasp of subject matter and the ability to engage students in deep and meaningful content learning.</p>
4	<p><b>Multicultural Considerations</b>            Graduates of our program appreciate how matters of diversity, equity, and social justice impact curricular and classroom practice, and they proactively address these issues through culturally relevant, empowering, and socially considerate pedagogy.</p>
5	<p><b>Critical Analysis and Reflection</b>            Graduates of our program thoughtfully consider and question their own observations, beliefs, assumptions, ideas, and attitudes when planning and evaluating instruction, curriculum, assessment, and standards.</p>
6	<p><b>Management Strategies</b>            Graduates of our program effectively manage time, materials, student motivation and behavior, and professional responsibilities.</p>
7	<p><b>Theory-and Data-Driven Praxis</b>            Graduates of our program align assessment and instruction with educational research and theory, as well as classroom data, to make informed decisions about teaching and learning.</p>
8	<p><b>Innovative Spirit of Pedagogy</b>            Graduates of our program implement cutting-edge, highly effective strategies for planning, instruction, assessment, and technology integration.</p>
9	<p><b>Teacher Philosophy and Identity</b>            Graduates of our program possess a thoughtful and informed philosophy of education and, especially when confronted with challenges and ongoing pressures, embody ethics, morals, and values that are in the best interest of children.</p>
10	<p><b>Professionalism and Ongoing Professional Development</b>            Graduates of our program are lifelong learners who view teaching as a craft, uphold the standards of the profession, respectfully interact with the school community, and commit to continuously refining their practice.</p>

## ATTENDANCE

### University Policy

- It is policy of the university to excuse the absences of students for the following reasons:
  - Illness or injury when the student is unable to attend class.
  - Religious observance where the nature of the observance prevents the student from attending class.
  - Participation in university activities at the request of university authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance Company, etc.)
  - Compelling verifiable circumstances beyond the control of the student. Students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence when known in advance or as soon as possible when not known in advance.
- Absences that do not fall into any of the categories outlined above are unexcused. Faculty may set a limit on the number of unexcused absences. See below for Level One policy about unexcused absences.
- Students who are absent from class are responsible for any missed work, assignments, or assessments (e.g., quizzes, tests, papers, etc.). Faculty members are required to allow students with documented excused absences to make up missed work or assignments when this is feasible. When the nature of the assignment makes this impossible, faculty members should attempt to make a reasonable adjustment of the assignment. Students who will be representing TU at events, conferences, or other official activities should obtain a Notification of Absence from Class Form from the Office of Student Activities, University Union, room 217, to be given to their instructors to verify the excused absence. Students are encouraged to notify faculty of anticipated class absences as soon as they learn they will be missing class. Faculty should use their discretion regarding making up missed assignments and the ramifications of missing certain class periods.
- **Important! Students who fail to appear for the first two class sessions, or the first session of evening classes, may forfeit their space in class. Instructors have the right to release these spaces to other students wishing to add the class to their schedules. Students who lose their spaces MUST OFFICIALLY WITHDRAW FROM THE COURSE THROUGH THE REGISTRAR'S OFFICE TO AVOID EARNING AN FX GRADE FOR NON-ATTENDANCE. See the sections on Changing a Schedule and Grades/Grading for further information.**
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### Unexcused Absences

**Any absences that do not conform to the above statements are considered unexcused. Each instructor has/her own policy for excused/unexcused absences. Please consult the course syllabus.**

### Attendance: Inattentive Behaviors

- Two incidences of inattentive behaviors in class are equivalent to an unexcused absence.
- They include, but not limited to:
  - Using cell phone except for the following exceptions **with the professors knowledge and approval:**
    - Cell phone on vibrate or silence to receive emergency university messages.
    - Inform professor if dire emergency situation will require your attention.
  - Checking e-mail or irrelevant use of computer.
  - Sleeping or daydreaming.
  - Reading irrelevant materials during class; writing and passing notes.
  - Sidebar conversations, even about class related topics or questions.
  - Attending to personal tasks such as writing checks, organizing handbag, scheduling.

**Attendance: ELED 363 (in addition to above statements)**

- Excused absences that adhere to the Towson University policy must be made up within two school weeks. (Ex: Absence from a Tuesday internship classroom must be made up by the following Friday (8 school days later.)
- The following procedures must be followed for an unexpected absence, late arrival, or early departure no later than one hour prior to the required internship arrival time:
  - Phone your mentor teacher and your professor.
  - E-mail lesson plans and handouts to your mentor teacher and your professor.
  - Arrange with a peer colleague or another person to take instructional materials that cannot be e-mailed to the school no later than the required internship arrival time.
- The first failure to follow the above procedures will result in:
  - Meeting with the professor and the ELED Chair.
  - Full letter grade reduction for what you have earned in ELED 363.
  - Articulation form filed with the ELED Chair.
- The second failure to follow the procedures will result in:
  - Second meeting with the professor and the ELED Chair.
  - Second articulation form filed with the ELED Department.
  - Removal from ELED 363 with a failing grade.

**Attendance: Lateness or Early Departure**

- Two late arrivals or early departures will result in the equivalent of one unexcused absence. See above for the information on unexcused absences.



## PROFESSIONALISM

### **Professionalism: Out-of-Class Behaviors**

Teaching is a public service career and, therefore, your appearance and personal life activities outside of the classroom are open to public scrutiny, and can have a significant impact on your students and you. To avoid negative consequences to your personal and professional reputation, follow the guidelines below:

- Avoid compromising situations that can be posted on electronic media such as Face Book, Twitter, My Space, etc. Prospective employers, parents of students, and teachers may be able to access these sources to gain information about you, even on a closed site.
- Avoid situations where a compromising picture can be taken of you with a cell phone and posted on the internet or sent through e-mail without your knowledge.
- Avoid even minor legal infractions; they can have a major impact on your reputation.

### **Professionalism: In-Class Behaviors**

Civility is fundamental to professional behavior. You have a responsibility to practice civility at all times by being attentive and respectful to your professor, peer colleagues, and others. To avoid embarrassment and professionally participate in class:

- Arrive early so you are organized and ready for thoughtful discussions.
- Respond to questions by demonstrating an understanding of class topics and readings, and expand on other's ideas.
- Assert yourself in class, but also give others opportunities to contribute their ideas.
- Agreeably disagree in a professional manner so different perspectives are represented.
- Cooperate and collaborate with peer colleagues as a reliable partner.
- Adhere to the Towson University Student Code of Conduct.

### **Professionalism: ELED 363 Internship Behaviors (in addition to the above)**

- Removal from the ELED 363 course at the discretion of the professor for the following:
  - Evidence of alcohol and/or drug use.
  - Inappropriate language and tone of conversations.
  - Inappropriate behavior putting children at risk.
- Removal from the internship school at the discretion of the professor with the absence made up within 8 school days for the following reasons:
  - Inappropriate dress or lack of proper hygiene. (See Professional Appearance for Internship Guidelines in the Handbook Appendix.)
  - Sleeping or lack of participation with students and mentor.

- Unprepared without lesson plans and relevant material.
- Rapport is essential to successful relationships and to the internship experience. Examples of civility and collegiality include:
  - Learning the names of the secretaries and other school personnel.
  - Taking opportunities to help others without being asked.
  - Learning about and respecting the school and community.
  - Attending extra-curricular events, faculty and staff development meetings.
  - Developing a cooperative spirit with fellow interns and mentor teachers.
  - Respecting your mentor teacher's wealth of experiences.
  - Appreciating your mentor teacher's professional generosity.
  - Demonstrating initiative, asking thoughtful questions, listening carefully.
  - Being non-judgmental.
  - Keeping emotional composure when receiving constructive criticism.
  - Responding positively and emotionally composed to criticism.

### **Professionalism: Communication/ Emails and Social Media**

#### **Emails**

- Use the Towson University e-mail address when communicating with professors. Personal e-mail accounts are for personal business.
- Check e-mail for class-related information throughout the week.
- Follow letter format with a greeting, paragraphs, and closings.
- Use professional quality writing expected of scholarly and professional writing.
- Make sure emails are courteous, polite, professional and not confrontational.
- Use the spell-check feature.
- Avoid slang and Instant Message wording.
- Use the following subject line entry when sending e-mail to your professor:  
Last Name (space)First Name(space)Course Number(ie...ELED 363) (space)Purpose of communication.
- Use the following subject line entry when sending e-mail to the mentor teacher:  
TU Internship(space>Last Name (space)First Name(space)Purpose of communication.

#### **Social Media**

- **Interns working in schools need to keep in mind that they are there to learn.**
- **Do not "friend" students, parents, mentor teachers or faculty through social media .**
- **All communication with parents, mentor teachers and other faculty members must be done through your Towson account.**

- **At no time should an intern communicate with students, parents, mentor teachers and faculty via social medias such as Facebook, Twitter, etc.**

## ASSIGNMENTS

### **Assignments: Expectations**

High expectations are expected for all assignments. For students with documented disabilities all Level I professors will adhere to the Towson University Students Disability Policy. (See Towson University Disabilities Support Services in the Handbook Appendix.) Although there will be variations among professors and courses, the following high expectations are consistent for all Level I courses and will be reflected in assignment rubrics:

- Apply your knowledge and experiential learning.
- Demonstrate your depth and breadth of understanding.
- Demonstrate creativity.
- Write with professional quality.

### **Assignments: Clarification and Independence**

Since Level I assignments will often require you to take minimum directions and to think like a teacher, this may be a new skill for you. To conserve class time and provide clarification to everyone when necessary, follow these guidelines before deciding you need further clarification from the Level I professor.

- Read the assignment carefully to see if your questions can really be answered by you.
- Think about the intent of the assignment from a teacher perspective.
- If you still have questions, discuss your questions with several peer colleagues.
- If you still have legitimate questions, ask your questions during class so they can be clarified to the whole class.

### **Assignments: Saving and File Management**

- Save assignments in at least two different ways besides on a computer hard drive:
  - Flash drive.
  - Tiger account virtual “H” drive.
  - E-mailed to you.
  - CD
- Find your assignments easily by:
  - Devising a consistent system of naming files.
  - Avoiding punctuation in the file name; it can corrupt your file.
  - Creating directory folders.

### **Assignments: Plagiarism and Cheating**

Plagiarism and cheating are unacceptable whether intentional or unintentional. Therefore, acts of plagiarism and cheating will result in a failing assignment grade or course grade at the discretion of the professor. Become informed about plagiarism by asking your professor any questions you have that are specific to class assignments, and by informing yourself of the university policy. (Excerpts from the Towson University Student Code of Conduct and a website link are included in the Handbook Appendix.) If you have a dispute about a course-related sanction for academic dishonesty, after you have met with the Level I professor, the appeal process is as follows:

- Elementary Education Department Chairperson
- College of Education Dean
- University Student Appeals Committee

### **Assignments: Submitting**

Below are expectations of Level I professors, however, there may be some variations at the discretion of each professor. Be sure to check each Level I course syllabus.

- Assignments submitted at the beginning of class on the due date, unless otherwise specified by your Level I professor.
- Multiple Submissions - submitting substantial portions of the same academic work (including oral reports) for credit more than once without authorization of the instructor(s). What constitutes a “substantial portion” of the same work is determined solely by the university. (EXCERPT FROM: Towson University Integrity Policy)
- Be sure to follow each professor’s requirements for identification information on each assignment, such as:
  - Last Name, First Name
  - Course Letters and Numbers, and Section Numbers (Ex: ELED 363.002)
  - Assignment Name
- Assignments submitted after the beginning of class on the due date, but before the next class will result in an automatic letter grade reduction, unless otherwise arranged by your professor.
- Assignments submitted more than a week late will not be accepted unless you have made special arrangements with your professor.
- To avoid late assignments:
  - Schedule weekly time to work on long term assignments.
  - Access and print assignments early. If you have a computer or printer failure, you can use the computer laboratories (Hawkins Hall, Cook Library) for accessing and printing your assignments.

- Grammar
- Punctuation
- Word Choice
- Sentence Structure
- Spelling
- Paragraph Cohesion
- Consistency & Parallelism
- Voice and Tense Appropriateness

## **GRADING**

### **Grading: Requirements**

- You must earn a C or higher grade in all Level I courses and maintain a 3.0 GPA or higher to proceed to Level II.
- If you earn a course grade of D+ or lower, you may repeat that course once without permission from the Elementary Education Department Chair.
- If you earn a course grade of D+ or lower the second time, you must have permission from the Elementary Education Department Chair to repeat the course a third time.

### **Grading: Inquiries and Appeals**

- Assignments are evaluated on the quality of the assignment, not on the quantity of time or the amount of effort you expended. Therefore, it is not appropriate nor professional to challenge an assignment grade because you “don’t like the grade,” or you “wish it was higher,” or because you “spent so much time on it.”
- Impromptu discussion of grades will not be conducted in class, at the break, immediately before or immediately after class, or in the presence of others.
- Appeals should be based on a valid concern that your grade was unfairly assigned or that there has been a calculation error and should follow the procedures below:
  - Contact your professor to make an appointment. You will receive a Schedule of Office Hours from each professor during the first session of your classes.
  - If you still have an unresolved dispute about a grade or academic matter after you have met with the Level I professor, further appeals should be made to:
    - Elementary Education Department Chairperson.
    - College of Education Dean
    - Towson University Student Appeals Committee

### **Grading: Professional Quality Writing and Speaking**

- You are required to demonstrate proficiency in using Standard English which is expected of college students and professional teachers.
- ELED 320 professors will conduct a pre- and post-course assessment of your writing skills. (See ELED Writing Proficiency Rubric in Handbook Appendix.) Other Level I professors will also monitor your progress by reserving at least 15% of all assignment points for the assessment of the following rudimentary skills in your writing for all written assignments, and your oral speech for all oral presentation assignments:

tations were met with **above average** quality.

I followed all of the directions.

I completed **College Assignment on Written Grade Scale**

While the grade and experiential learning courses and instructors, the letter grade ranges for the final course grade were calculated using the following point and grade scales that are consistent with the current Lawson University catalog. I demonstrated a lot of deep understanding by expanding many ideas. I completed all of the assignment components. I demonstrated a lot of breadth of understanding by making many good connections to relevant concepts, great class discussions, and experiential learning.

100-94	93-90	89-87	86-83	82-80	79-77	76-70	69-67	66-65	64 or less
A	A-	B+	B	B-	C+	C	D+	D	F

You were very creative by adding many unique perspectives or ways of expressing your ideas.

You wrote with excellent professional quality reflecting your mastery of rudimentary grammar, spelling, sentence and paragraph structure, and document development.

100-94	93-90	89-87	86-83	82-80	79-77	76-70	69-67	66-65	64 or less
A	A-	B+	B	B-	C+	C	D+	D	F



standards were met with **average** quality.

standards were met with **below average** quality.

100-94	93-90	89-87	86-83	82-80	79-77	76-70	69-67	66-65	64 or less
A	A-	B+	B	B-	C+	C	D+	D	F

completed all or some of the directions components.



applied some knowledge of the assignment or learning.

applied little to no knowledge and experiential learning ideas.

demonstrated below average depth of understanding by expanding little to none on ideas

relevant concepts, readings, and class discussions.

demonstrated below average breadth of understanding by making little to no connections to

relevant concepts, readings, and class discussions.

added few if any creative perspectives or ways of expressing ideas.

wrote with many errors that reflect a need to work toward a basic level of rudimentary

grammar, spelling, sentence and paragraph structure, and document development.

100-94	93-90	89-87	86-83	82-80	79-77	76-70	69-67	66-65	64 or less
A	A-	B+	B	B-	C+	C	D+	D	F



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## **TOWSON UNIVERSITY DISABILITY SUPPORT POLICY**

Disability Support Services (DSS) is the office designated to provide reasonable accommodations to students with disabilities. Students seeking accommodations must identify themselves to DSS, request an appointment to discuss their needs, and provide DSS with up-to-date and complete documentation of their disabilities by a qualified professional. DSS determines what accommodations are reasonable on a case-by-case basis, taking into account the student's disability and needs, nature of the learning task, course standards and essential requirements of the program of study, and educational environment. The type of documentation needed varies with

Students are encouraged to register with DSS as soon as possible after admission to the university to ensure timely provision of services. Students who suspect they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain an appropriate evaluation. Further information is available on the DSS Web site or by calling the office. See page 39 of your catalog for more information.

**For the full text, refer to the Towson University Undergraduate Catalog, page 39.**

**TOWSON UNIVERSITY  
PLAGIARISM AND CHEATING POLICY**

**Plagiarism**

Presenting work, products, ideas, words, or data of another as one's own is plagiarism. Indebtedness must be acknowledged whenever one:

- Quotes another person's actual words or replicates all or part of another's product. This includes all information gleaned from any source, including the Internet.
- Uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
- Borrows facts, statistics, or other illustrative materials.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

Some examples: Submitting as one's own the work of a "ghost writer" or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work any research paper or other writing assignment; submitting as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and or acknowledgement, internet websites, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another. Verbatim statements must be enclosed by quotation marks, or set off from regular text as indented extracts, with full citation.

**Fabrication and Falsification**

Making unauthorized alterations to information, or inventing any information or citation in an academic exercise.

Fabrication is a matter of inventing or counterfeiting information or citation, while falsification is a matter of altering information.

Some Examples: Fabricating - inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

Falsification is altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record, or reporting false information about, practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.

## **Cheating**

Using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information during an exercise, and multiple submissions of the same academic products.

Some Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

## **Complicity in Academic Dishonesty**

Helping or attempting to help another commit an act of academic dishonesty.

Some Examples: Allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested without authorization before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about acceptable collaborations clear to students. Students should seek clarification when in doubt).

**For the full text, refer to the Towson University Student Academic Integrity Policy, [www.towson.edu/academicintegritypolicy](http://www.towson.edu/academicintegritypolicy).**

**ELEMENTARY EDUCATION DEPARTMENT  
LEVEL I - INTERNSHIP (ELED 363)**

**PROFESSIONAL APPEARANCE POLICY**

In the professional setting of your internship school, you will need to dress as a professional who is a role model and an authority figure. Your clothing and appearance should be functional and exceptionally modest, regardless of the standards for others in the school. The internship school is not an appropriate place for self-expression through dress. Exceptions must be approved by the supervising professor in advance, even if the internship day falls on a special day such as sports days or pajama days.

**Acceptable attire that is professionally casual:**

- Slacks (or full skirt for females.)
- Shirt or shirt and sweater (tie for males.)
- Flat or low-heeled and closed business shoes.
- Clean and groomed hair (shaved or trimmed beard or mustache for males.)
- Clean skin
- No attention grabbing jewelry.
- Body piercings: Only one small earring for each ear.
- No visible tattoos.
- Pleasant breath
- Pleasant body odor - avoid strong perfume or after shave.

**Inappropriate attire resulting in leaving the internship school with an unexcused absence:**

- Denim fabric of any type including pants, skirts and jackets.
- Bust or buttocks cleavage exposed from any view.
- Exposed skin in the front or back of the midriff, waist, hips.
- Legs exposed more than 2 inches above the knee.
- Undergarments exposed or visible through clothing.

## Instructional Lesson Plan

<b>Intern's Name</b>	<b>Grade</b>	<b>Class Size</b>	<b>Date / Time</b>
<b>Subject</b>	<b>School</b>		<b>Mentor Initials</b>

**I. Purpose of the Lesson** – *What will the students learn? How does this learning fit within broader unit goals? Why is this learning meaningful, important and appropriate? What will the students say or do that will serve as evidence of learning?*

<b>Standard (MD Common Core)</b> <b>Anchor Standard</b>  <b>Standard</b>
<b>Lesson Objective</b>
<b>Formative Assessment</b> (planned for use in this lesson)

**II. Instructional Decision-Making** – *What knowledge of students influences my instructional decisions in this lesson? How will my instruction respond in order to remove barriers to learning and/or build on students' strengths?*

Knowledge of Learners	▶ ▶ ▶ Instructional Decisions based on this knowledge
<b>Knowledge of Age-Level Characteristics</b>	
<b>Knowledge of Academic Readiness (based on pre-assessment)</b>	
<b>Knowledge of Subgroup or Individual Needs (IEP accommodations, ELLs, G/T, other strengths/needs)</b>	
<b>Knowledge of Interests and other Motivational Factors</b>	

<b>Multicultural Considerations / Equity Measures ▶ ▶ ▶</b>		<b>Implications for this Lesson</b>	

<b>Academic Language Demands</b>		<b>▶ ▶ ▶</b>		<b>Scaffolds to support language development in this lesson</b>	

**III. Instructional Procedures** – *What instructional strategies and sequence will I use to ensure that every child is a successful learner?*

<b>Instructional Materials and Technologies</b>
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<b>Management Considerations</b> (Procedures, Transitions, Materials, Behavior)
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Instructional Sequence	Approximate Time	Procedure
<b>Planned Beginning</b> <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Motivation</li> <li>• Bridge</li> </ul>		
<b>Development of the New Learning</b> <i>(Clearly explain instructional activities in sequence.)</i>		
<b>Enrichment or Remediation</b> <i>(As appropriate to lesson)</i>		
<b>Planned Ending</b> <b>(Closure)</b> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Homework</li> </ul>		

**IV. Analysis and Reflection – To what extent are my students learning? How can I improve their learning experience? How can I improve my professional skills? (complete **after** teaching)**

<p><b>Analysis:</b>  <i>What does the data from the formative assessment indicate about the extent to which students acquired the intended learning? (Cite specific numbers or percentages of students.)</i></p> <p><i>What trends or patterns do you notice that indicate strengths and/or areas of need for the class as a whole, subgroups, or individuals?</i></p> <p><i>What will be your next steps based on this analysis?</i></p>	
<p><b>Reflection:</b>  <i>Prompts to consider:</i></p> <p><i>What is working? What is not? For whom? Why?</i></p> <p><i>What multicultural considerations emerged during this lesson that you had not anticipated? How would you address those in the future?</i></p> <p><i>How did you “think on your feet” to make instructional decisions while you were teaching the lesson? What worked or did not work about these decisions?</i></p> <p><i>What changes would you make to your instructional procedure that would improve student learning?</i></p> <p><i>How effective were your assessment tools in helping you monitor student progress? What modifications would you make to</i></p>	



*help students better demonstrate their learning?*

*How did the oral or written feedback you gave students help address their needs in relation to the instructional objectives? How did you /will you give students an opportunity to use this feedback to grow?*

*What was surprising or challenging during this lesson? What did you learn through it? How does that impact your future decision-making?*

*How does this lesson demonstrate your growth as a teacher in relation to one or more of the INTASC principles? (required for portfolio)*

**I. Purpose of the Lesson:**

Common Core Standard: (From the Maryland State Core Standards)

This is what a student should understand and be able to do by the end of a given grade.

(<http://mdk12.org/instruction/commoncore/index.html>)

(In your lesson plan, include the anchor standard (if applicable) and the Standard to give the reader a full picture of what is expected.)

Lesson Objective:

Here you state what you want the students to learn as a result of this lesson. In other words, it state the concepts and/or skills students will acquire as a result of this lesson. It **does not** state activities or what the teacher will do.

Formative Assessment:

Now that you have the objective, how will you know if learning occurred? State how you will assess the objective. This must be linked to the objective. Assessment can be ongoing or at the end of the lesson. Either way it must be documented in some way. Examples of assessments could be anecdotal records, checklists, writing assignments, diagrams/pictures, quizzes, tests, projects, or performance tasks.

**II. Instructional Decision-Making**

Think about the following considerations as you plan instruction to better meet the needs of all learners. Discuss what you will do to based on the needs of your students.

Knowledge of Age-Level Characteristics- children progress through certain developmental stages that affect every area of growth—physical, emotional, social, intellectual. The more teachers understand these stages, the better they can teach to the needs of each child.

Knowledge of Academic Readiness- defined as a child's skills, behaviors, or attributes in relation to the expectations of individual classrooms or schools.

Knowledge of Subgroup or Individual Needs (IEP accommodations, ELLs, G/T, other strengths/needs) State accommodations needed for students with special needs.

Knowledge of Interests and other Motivational Factors

What have you learned about the students in your class? What motivates them?

What are their interests?

Multicultural Considerations/Equity Measures:

Consider if and how you can incorporate a multicultural focus in your lesson. How will instruction reflect diversity and appeal to students from various cultures, gender, race, social-economic status, etc.?

Academic Language Demands:

**Academic Language** is tied to specific subject area disciplines, and captures through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

### **III. Instructional Procedures**

#### Instructional Materials and Technologies:

List what you will need for your entire lesson What preparation is necessary to be knowledgeable about the content of the lesson? What technology would enhance your instruction and the students' learning? You will want to note any preparation needed to use the technology.

**Management Considerations** (Procedures, Transitions, Materials, Behavior) Checks for Understanding: The teacher monitors understanding by informal strategies such as: circulating, Every Pupil Response, anecdotal notes, observation with checklists, interspersed as needed. Transitions: The teacher scripts clear directions for managing students in situations such as: physically moving within the classroom or when changing instruction from overhead transparency to completing a worksheet, for example.

**Instructional Sequence** These are the sequential steps you design to scaffold the students' understanding of the skills or concepts necessary to achieve the objectives.

#### Planned Beginning (Warm-up, Motivation, Bridge (state this in your lesson):

- How will you access students' prior knowledge?
- How will you motivate the students to be engaged in the lesson?

#### Development of the New Learning:

These steps should:

- Guide students to assimilate new information or skills and to accommodate a new concept or schema.
- Be abbreviated phrases, yet specific enough to provide you with good support.
- Be numbered for easy reference during teaching.

Most lessons will include each of the following steps:

- (Modeling): *The teacher demonstrates the skill or concept while the students observe.*
- (Guided Practice): *The teacher leads the students in development of the skill or concept.*
- (Independent Practice): *The students practice the skill or concept without the teacher's guidance while the teacher observes.*

#### Enrichment or Remediation:

What will you put into place to ensure that all learners are meeting the goals you set for them?

- Closure: The students actively construct and share what they learned; the teacher guides this activity.

Evaluation: Closure is the time when you wrap up a lesson plan and help students organize the information into a meaningful context in their minds. A brief summary or overview is often appropriate. Another helpful activity is to engage students in a quick discussion about what exactly they learned and what it means to them.

# Age Level Characteristics Grade 1-6

## Physical

### **6-7 years:**

- o Small muscle coordination is developing and improving.
- o Girls are ahead of boys at this stage of development.

### **8-9 years:**

- o Now have good large/small muscle coordination.
- o The girls are still ahead of the boys.
- o Children can work diligently for longer periods but can become impatient with delays or their own slowness.

### **10-11 years:**

- o They have a mastery of physical skills; are active and curious; seek a variety of new experiences.
- o Physical changes cause 11-year-olds to tire easily.

## Emotional

### **6-7 years:**

- o The child is experiencing new and frequently intense feelings.
- o There is a deep need for approval from adults/peers.
- o Sometimes he finds it hard to control his behavior.

### **8-9 years:**

- o The age of teasing, nicknames, criticism and increased verbal skills to vent anger.
- o At 8 years the child is developing a sense of fair play and a value system of right and wrong.
- o At 9 years he is searching for identity.

### **10-11 years:**

- o There is a good emotional balance in a 10-year-old.
- o He is usually cooperative, easy-going, content, friendly and agreeable.
- o The 11-year-old is experiencing unsteady emotions.
- o Peer acceptance is vitally important.

## Social

### **6-7 years:**

- o The child is concerned with pleasing his teacher.
- o He is struggling to become socially acceptable to the peer group.
- o However, the Golden Rule, is a tough concept.
- o Being first and winning are still important.

- o Taking turns is hard.
- o This improves toward the end of the 7th year.

#### **8-9 years:**

- o The desire to have status within the peer group becomes more intense.
- o The child decreases dependence on adults.

#### **10-11 years:**

- o Friendships and activities with age mates flourish.
- o Children draw together and away from adults in the desire for independence.
- o The child wants to be a part of the group and does not want to stand alone in competition.

## **Teaching Tips**

Use activities that involve cutting and writing skills; give children opportunities to move about; vary the activities. Children can sing rounds with some guidance.

Give clear, specific instructions and allow children more independence in preparing materials. Let them assume the responsibility for clean-up.

10-year-old boys will still participate in activities with girls, but, by 11 years old they tend to work/play better with their own sex. Good age for explore/ research activities. Use creative ways to participate in learning. Example: Decoding, Rebus; games.

Be sure each child in your class KNOWS and FEELS you like him. Show genuine interest in him and his activities and accomplishments. Learn children's names and use them frequently.

10-11-year-olds need a loving, accepting relationship with significant adults. They still need to share problems and successes with understanding people.

Provide opportunities for children to practice turn taking. Help each child respect others' opinions and wishes and to consider the welfare of the group as well as his own. Call attention to times when the group cooperated successfully. A child's social process moves from I to You to We.

This is a good time to use activities where pairs of children can work together.

They no longer think aloud and so, keeping the communication open is prime. Listen, ask questions and avoid being judgmental.

## **Intellectual**

#### **6-7 years:**

- o There is an intense eagerness to learn and they ask lots of questions.
- o The child likes to repeat stories/activities.
- o There is a limited concept of time...thinking is here and now rather than past or future.
- o Listening/speaking skills are developing rapidly.
- o Girls are ahead of boys.
- o The child thinks everyone shares his view.

- o He sees parts rather than how the parts make up the whole.
- o He thinks very literally.

#### **8-9 years:**

- o The child is beginning to realize there may be other valid opinions.
- o He is becoming a reasoning person; beginning to think in terms of “the whole”;
- o he thinks more conceptually and has a high level of creativity.

#### **10-11 years:**

- o They are verbal! Making ethical decisions becomes a challenging task.
- o They are able to express ideas and feelings in a creative way.
- o At 11 years the child begins to reason abstractly.
- o He begins to think of himself as an adult and questions adult concepts.
- o Hero worship is strong.

## **About Six**

### **Physical Development**

- o Growth proceeding more slowly, and lengthening out.
- o Large muscles better developed than small ones.
- o Eleven to twelve hours of sleep needed.
- o Eyes not yet mature.
- o Tendency toward farsightedness.
- o Permanent teeth beginning to appear.
- o Heart in period of rapid growth.
- o High activity level-can stay still only for short periods.

### **Characteristics Behavior**

- o Eager to learn,
- o exuberant,
- o restless,
- o overactive
- o easily fatigued.
- o Self-assertive, aggressive, wants to be first,
- o less cooperative, than at five,
- o keenly competitive, boastful.
- o Whole body involved in whatever he does.
- o Learns best through active participation.
- o Inconsistent in level of maturity evidenced regresses when tired
- o often less mature at home than with outsiders.
- o Inept at activities using small muscles.
- o Relatively short periods of interest.
- o Has difficulty making decisions.
- o Group activities popular,
- o boys' and girls' interests beginning to differ.

- o Much spontaneous dramatization.

## **Special Needs**

- o Encouragement
- o Needs ample praise, warmth, and great patience from adults.
- o Ample opportunity for activity of many kinds, especially for use of large muscles.
- o Wise supervision with minimum interference.
- o Friends-by end of period, a best friend.
- o Concrete learning situations and active, direct participation.
- o Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.
- o Help in developing acceptable manners and habits.

## **About Seven**

### **Physical Development**

- o Growth slow and steady
- o Annual expected growth in height-two or three inches.
- o Growth in weight- three to six pounds. Losing teeth.
- o Most seven-year-olds have their six-year molars.
- o Better eye- hand coordination.
- o Better use of small muscles.
- o Eyes not yet ready for much close work.

### **Characteristics Behavior**

- o Sensitive to feelings and attitudes of both other children and adults.
- o Especially dependent on approval of adult.
- o Interest of boys and girls diverging.
- o Less play together.
- o Full of energy but easily tired, restless and fidgety,
- o often dreamy and absorbed.
- o Little abstract thinking.
- o Learns best in concrete terms and when he can be active while learning.
- o Cautious and self-critical,
- o anxious to do thing well
- o likes to use hands.
- o Talkative, prone to exaggerate, may fight verbally instead of physically
- o competitive.
- o Enjoys songs rhythms, fairy tales, myths, nature stories, comics, television, movies.
- o Able to assure some responsibility.
- o Concerned about right and wrong,
- o Rudimentary understanding of time and monetary values.

## **Special Needs**

- o The right combination of independence and encouraging support.
- o Chances for active participation in learning situations with concrete objects.
- o Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.
- o Warm, encouraging, friendly relationships with adults.
- o Acceptance at own level of development.

## **About Eight**

### **Physical Development**

- o Growth still slow and steady-arms lengthening, hands growing
- o Eyes ready for both near and far vision.
- o Near- sightedness may develop this year.
- o Permanent teeth continuing to appear.
- o Large muscles still developing.
- o Small muscles better developed, too.
- o Manipulative skills are increasing.
- o Attention span getting longer.
- o Poor posture may develop.

### **Characteristic Behavior**

- o Often careless, noisy, argumentative, but also alert, friendly, interested in people.
- o More dependent on his mother again, less so on his teacher.
- o Sensitive to criticism.
- o New awareness of individual differences.
- o Eager, more enthusiastic than cautious.
- o Higher accident rate. Gangs beginning.
- o Best friends of same sex.
- o Allegiance to other children instead of to an adult in case of conflict.
- o Greater capacity for self-evaluation.
- o Much spontaneous dramatization, ready for simple classroom dramatics.
- o Understanding of time and of use of money.
- o Responsive to group activities. both spontaneous and adult-supervised.
- o Fond of team games, comics, television, movies, adventure stories, collections.



## **Special Needs**

- o Praise and encouragement from adults.
- o Reminders of his responsibilities.
- o Wise guidance and channeling of his interests and enthusiasms rather than domination or unreasonable standards.
- o Has a best friend.
- o Experience of belonging to peer group— opportunity to identify with others of same age and sex.
- o Adult-supervised groups and planned after school activities.
- o Exercise of both large and small muscles.

## **About Nine or Ten**

### **Physical Development**

- o Slow, steady growth continues-girls forge further ahead.
- o Some children reach the plateau preceding the preadolescent growth spurt.
- o Lungs as well as digestive and circulatory systems almost mature.
- o Heart especially subject to strain.
- o Teeth may need straightening.
- o First and second bicuspid appearing.
- o Eye-hand coordination good.
- o Ready for crafts and shop work.
- o Eyes almost adult size.
- o Ready for close work with less strain.

### **Characteristic Behavior**

- o Decisive, responsible, dependable, reasonable,
- o strong sense of right and wrong.
- o Individual differences distinct, abilities now apparent.
- o Capable of prolonged interest.
- o Often makes plans and goes ahead on his own.
- o Perfectionist—wants to do well, but loses interest if discouraged or pressured.
- o Interested less in fairy tales and fantasy
- o more in his community and country and in other countries and peoples.
- o Loyal to his country and proud of it.
- o Spends a great deal of time in talk and discussion.
- o Often outspoken and critical of adults, although still dependent on adult approval.
- o Frequently argues over fairness in games.
- o Wide discrepancies in reading ability.

## **Special needs**

- o Active rough and tumble play.
- o Friends and membership in a group.
- o Training in skills, but without pressure.
- o Books of many kinds, depending on individual reading level and interest.
- o Reasonable.
- o Explanations without talking down.
- o Definite responsibility.
- o Frank answers to questions about coming physiological change

**o ELED 363/ELED 323 Rubric for Evaluating Lesson Plans**

Performance	<b>Effective 3</b>	<b>Developing 2</b>	<b>Ineffective 1-0</b>
Lesson Components			
<b>Value of the Lesson</b>	<p>Standards are correctly used and identified for the flow of the objective and assessment</p> <p>Objectives are effectively aligned with standards.</p> <p>Objectives clearly identify the intended student learning and are effectively written in a manner that is appropriate for the development, prerequisite knowledge, skills and experiences of the students.</p> <p>Assessment provides specific modifications for instruction and /or assessment based on student differences.</p> <p>Academic Language focuses on both general and specific vocabulary that is supported, as well as syntax and function.</p>	<p>Standards are identified, but loosely tied to the objective and assessment.</p> <p>Objectives are loosely aligned with standards.</p> <p>Objectives are sometimes aligned to identify the intended student learning and are generally written in a manner that is appropriate to the development, prerequisite knowledge, skills and experiences of the students.</p> <p>Assessment provides general modifications for instruction.</p> <p>Academic Language focuses on general and specific vocabulary that is identified but loosely supported.</p>	<p>Standards are not relatable to lesson.</p> <p>Objectives are not correctly aligned with standards.</p> <p>Objectives do not clearly identify the intended student learning and are not written in a manner that is appropriate to the development, prerequisite knowledge, skills and experiences of the students.</p> <p>Assessment does not provide modifications for instruction.</p> <p>Academic Language focuses on what students cannot perform effectively. Some vocabulary terms may be present.</p>
<b>Context for Learning</b>	<p>Age level characteristics are identified and reflective of the lesson.</p> <p>Student description of language development includes students' needs and strengths, as well as individual</p>	<p>Age level characteristics are identified and provide general implications for the lesson.</p> <p>Student description of language development includes students' needs.</p>	<p>Age level characteristics are loosely or not identified and reflect the meaning of the lesson.</p> <p>Students' needs nor strengths are listed or are not relative to the lesson. Individual and/or group</p>

	<p>and group differences.</p> <p>Teacher displays specific understanding of students' skills and prior learning that will affect comprehension.</p> <p>Teacher interprets data or relevant factors (IEP and 504's) that impacted decision making.</p> <p>Multicultural considerations effectively reflect community and cultural aspects of the classroom and lesson.</p>	<p>Teacher sporadically uses knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction.</p> <p>Teacher references students with IEP's and 504's and loosely ties support to the lesson.</p> <p>Multicultural considerations reflect general statements of the classroom and the lesson.</p>	<p>differences are not mentioned.</p> <p>Teacher does not use knowledge of students' levels of performance, interest, backgrounds and learning needs to plan instruction.</p> <p>Teacher does not provide modifications for instruction based on student differences or provides inappropriate modifications.</p> <p>Multicultural considerations are loosely or ineffectively tied to the lesson.</p>
<b>Instructional Procedures</b>	<p>Teacher effectively supports student engagement in learning.</p> <p>Higher-order thinking questions are taught and supported.</p> <p>Procedures reflect a clear and appropriate progression from teacher modeling to student independence.</p>	<p>Teacher provides adequate engagement in learning.</p> <p>Some higher-order thinking questions are taught.</p> <p>Procedures reflect an unclear or inappropriate progression from teacher modeling to student independence.</p>	<p>No engagement activity is evident.</p> <p>Questions are reflective of closed responses or are not apparent.</p> <p>Procedures do not reflect progression from teacher modeling to student independence.</p>
<b>Analysis</b>	<p>Data reflects students' knowledge of whole group and individual comprehension.</p> <p>Future teaching steps are noted for whole and small groups in</p>	<p>Data reflects students' knowledge of whole group comprehension.</p> <p>Future teaching steps are noted for whole group relation to the</p>	<p>Data is minimal and feedback is not supported.</p> <p>Future teaching steps are omitted or vaguely relate to the still or</p>

	relation to the skill or strategy.	skill or strategy.	strategy.
<b>Reflection</b>	<p>Reflections show evidence of critical analysis of instructional decisions and include specific suggestions for improvement.</p> <p>Whole group and individual student performance is effectively supported by citing specific examples of growth made by the students and/or teacher candidate.</p>	<p>Reflections show some evidence of critical analysis of instructional decisions and include general suggestions for improvement.</p> <p>Whole group instruction is somewhat supported by citing general examples of growth made by the students and/or teacher candidate.</p>	<p>Reflections show minimal evidence of critical analysis of instructional decisions.</p> <p>Whole group and individual group instruction is minimally or not supported. Specific examples of growth are not mentioned teacher candidate.</p>

o

## Videotaping a Lesson-Level 1 (ELED 363)

Digital video can serve as a powerful tool to document and analyze teaching. It can capture the tone of the overall classroom environment, as well as the nuances of particular instructional techniques. Video can help the teacher to see and hear how his or her work is perceived by others. It can also help a teacher become more aware of his/her professional self, and lead to better teaching. Each intern will be asked to video one of his/her lessons during the semester (small group or whole group, ten-fifteen minutes). It is helpful if you are working with a peer in your assigned class, to video each other. Obtain permission to videotape students. Set up the camera to include you and the students if possible. With your lesson plan in front of you, watch the captured video clip. You will see things you never considered. You may, if you haven't done this before, be surprised at how you look and sound on the small screen. Analyze your actions and the reactions of students in light of the objective of your lesson. Examine closely those aspects of your teaching that you wanted to focus on such as: planning, reflection, classroom environment and assessment. Please answer the following questions in a one-two page reflection. Questions are on the attached page.

Below, please rate yourself using the following scale below. Feel free to provide comments as appropriate...      **Effective (E)**      **Developing (D)**      **Ineffective (I)**

### **Oral Communication**

### **Comments**

\_\_\_ Overall verbal expression

\_\_\_ Appropriate volume

\_\_\_ Articulation

### **Non-Verbal Communication**

\_\_\_ Eye contact

\_\_\_ Approachability

\_\_\_ Positioning in room

\_\_\_ Facial expressions

\_\_\_ Level of interaction with students

### **Affective Qualities**

\_\_\_ Accepting and tolerant of student behavior

\_\_\_ Encouraging and supportive

\_\_\_ Friendly and warm

**\*Adapted from: Jensen, R.A., Sheptson, T.J., Killmer, N. & Connor, K. (1994). Fear of the known: Using audio-visual technology as a tool for teacher reflection.**

## Self-Analysis of Video Taped Lesson

Intern: \_\_\_\_\_

Date: \_\_\_\_\_

Topic/Skill: \_\_\_\_\_

Grade Level: \_\_\_\_\_

1. Explain ways in which you did or did not meet the lesson's objective(s). How do you know?

2. How did you engage your learners? Was the pace comfortable? How well did you circulate among your students (if it was a whole group lesson)?

3. What was the strongest part of your lesson? Why?

4. What part of the lesson was the weakest? Why?

## Videotaping Release Form

Dear Parent:

Within the next few weeks, your child's student intern will be videotaping teaching a lesson. The purpose of this experience is to improve instruction and evaluation skills of the student intern.

Although the videotaping will focus on the teacher, it is possible that some students may appear in the video. Please sign the form and return it to your child's teacher.  
Thank you,

---

My child \_\_\_\_\_ may participate in the classroom video of his/her student intern.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

OR

I request that my child \_\_\_\_\_ **not** be included in the classroom video of his/her student intern.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date



## **ELED 363: LANGUAGE AND LITERACY INTERNSHIP (3 credit hours)**

**InTASC STANDARDS:** 2010 Interstate Teachers Assessment and Support Consortium *Model Core Teaching Standards* are as follows.

**Standard 1: Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

**Standard 2: Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interactions, active engagement in learning, and self motivation.

**Standard 4: Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7: Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Learning and Ethical Practice** – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**COE Additional Standard: Technology** – The teacher uses available technology not as an end in itself, but as a tool for learning and communication, integrating its use in all facets of professional practice and for adapting instruction to meet the needs of each learner.

Elementary Education Standards and Supporting Explanation

2007

DEVELOPMENT, LEARNING AND MOTIVATION

**1.0 Development, Learning, and Motivation**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

**2.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science

**2.3 Mathematics**—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

**2.4 Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

**2.5 The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts(dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

**2.6 Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

**2.7 Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

## INSTRUCTION

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

## ASSESSMENT

**4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

## PROFESSIONALISM

**5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

**MARYLAND STATE DEPARTMENT OF EDUCATION STANDARDS  
ASSESSMENT FOR READING INSTRUCTION**

**A 1.0 PERFORMANCE OBJECTIVE: Foundational Concepts of Assessment in Reading**

*Participants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.*

*Participants will demonstrate knowledge of:*

**A 1.1** *Classroom behaviors that indicate possible reading, writing, or language problems*

**A 1.2** *Significant indicators in a child's history that point to reading problems or help explain classroom behavior*

**A 1.3** *The design and use of reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), AIMS, and/or PALS (Phonological Awareness Literacy Screening)*

**A 1.4** *Administration and interpretation of reliable and valid a classroom screening measures to identify students at risk for reading difficulty such as DIBELS, TPRI, AIMS, and/or PALS*

**A 1.5** *Standards and benchmarks and what they mean for basic, proficient, and advanced reading performance for groups and individuals*

**A 1.6** *Criteria for the selection of assessments:*

- *Internal and test-retest reliability*
- *Concurrent and construct validity*
- *Norm-referenced, benchmark-referenced, and criterion-referenced*

**A 1.7** *The meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, and grade equivalents*

**A 1.8** *The importance of standardized test administration*

**A 1.9** *Appropriate diagnostic assessments for students who are below grade level in reading and related skills:*

- *Letter recognition and concepts of print*
- *Phonological and phonemic awareness*
- *Phonic correspondences and word attack*
- *Word identification accuracy and speed*
- *Vocabulary and oral language proficiency*
- *Oral passage reading fluency*
- *Silent passage reading comprehension*
- *Spelling* o *Writing* o *Motivation/interest*

**A 1.10** *The purpose and use of progress- monitoring measures*

**A 1.11** *Curriculum-based measurement (CBM) and commercially prepared progress-monitoring assessments to evaluate students' progress toward an*

*instructional goal*

**A 1.12** *Standardized administration of outcome (high stakes) assessments given by the school or district*

**A 1.13** *Incorporate the results of end-of-year achievement tests into instructional decision-making.*

**A 2.0 PERFORMANCE OBJECTIVE: Uses of Assessment**

*Participants will use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness of practices and programs.*

*Participants will demonstrate knowledge of:*

**A 2.1** *Legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias*

**A 2.2** *Using assessments to differentiate format, intensity, and type of instruction, including:*

- *Choosing a scientifically based instructional program including the three-tier approach (core, supplementary, intervention)*
- *Selecting materials*
- *Using flexible group patterns*
- *Moving children toward independent reading*

**A 2.3** *Research-based options for changing or supplementing programs or instructional routines based on data*

**A 2.4** *Internet resources to locate independent, authoritative reviews of assessments, programs and approaches*

**A 2.5** *Interpreting, synthesizing, and reconciling results from a variety of assessments, including patterns and trends within data*

**A 3.0 PERFORMANCE OBJECTIVE: Communication of Assessment Results**

*Participants will use effective techniques for communicating assessment results to peers, students, and parents.*

*Participants will demonstrate knowledge of:*

**A 3.1** *Translating technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents*

**A 3.2** *Using data to inform team decisions about instructional goals, methods, and settings*

**A 3.3** *Adaptations of assessment reporting according to cultural, ethnic, and individual sensitivities*

## MARYLAND STATE DEPARTMENT OF EDUCATION STANDARDS INSTRUCTION IN READING

### ***I 1.0 PERFORMANCE OBJECTIVE: Word Recognition***

*Participants will promote the development of word recognition capabilities with systematic, explicit approaches.*

*Participants will demonstrate knowledge of:*

- I 1.1 A brief history of reading instruction methodologies and philosophies in light of the current scientific based research consensus of how we should teach children to read*
- I 1.2 Behaviors characteristic of students at various stages of reading development and levels of proficiency in basic reading skill*
- I 1.3 A typical scope and sequence for phonological awareness instruction*
- I 1.4 A typical scope and sequence for an explicit, systematic approach to phonics/word study instruction*
- I 1.5 Techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation (oral)*
- I 1.6 Techniques for teaching phoneme- grapheme association according to a planned progression*
- I 1.7 Techniques for teaching sound blending in decoding to enhance accuracy and fluency*
- I 1.8 Techniques for teaching fluent recognition of whole words explicit, systematic instruction compared with implicit, incidental, opportunistic instruction*
- I 1.9 Word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills*
- I 1.10 Instruction in fluent recognition of multi-syllabic words, including syllabication patterns and recognition of morphemes (prefixes, roots, suffixes)*
- I 1.11 The use of decodable and controlled text to reinforce word recognition skills that have been taught*
- I 1.12 Identifying student needs across a continuum, including students with disabilities and students from diverse populations and differentiating instruction appropriately*

### ***I 2.0 PERFORMANCE OBJECTIVE: Vocabulary***

*Participants will increase student knowledge of word meanings through teaching of vocabulary to promote comprehension and will also foster students' independent strategies for extending vocabularies through reading.*

*Participants will demonstrate knowledge of:*

- I 2.1 What it means to "know" a word deeply and use it well*
- I 2.2 The difference between recognizing words in print and understanding word meanings at a deeper level*
- I 2.3 Recommendations from research on vocabulary instruction techniques*
- I 2.4 The aspects of learning word meanings that may be challenging, including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchical reasoning, or insufficient examples of contextual use*
- I 2.5 Research-supported approaches to selecting words for in-depth instruction*

- I 2.6 Derivational processes in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners*
- I 2.7 How vocabulary develops in oral and written language by first and second language learners*
- I 2.8 Implicit approaches for fostering independent vocabulary learning*

**I 3.0 PERFORMANCE OBJECTIVE: Fluency**

*Participants will promote fluency by using research-supported techniques to promote accurate reading with sufficient speed to promote understanding of text at a student's independent reading level.*

*Participants will demonstrate knowledge of:*

- I 3.1 A research-supported definition of reading fluency and its relationship to word recognition and comprehension*
- I 3.2 Expectations/norms for fluency as children develop reading skill*
- I 3.3 Factors that may impact fluency, for example, type of text, reason for reading, background knowledge, and text difficulty*
- I 3.4 Oral passage reading fluency intervention techniques for dysfluent students, including increasing time spent reading at independent level; alternate oral reading; repeated readings; and simultaneous oral reading*
- I 3.5 Explicit instructional strategies for supporting fluency development within the core, comprehensive reading program*

**I 4.0 PERFORMANCE OBJECTIVE: Comprehension**

*Participants will know and use a variety of explicit, research-supported comprehension instruction approaches to support students in comprehending texts independently.*

*Participants will demonstrate knowledge of:*

- I 4.1 Multiple influences that can cause miscomprehension – in the reader, the text, the context, or the reading task itself*
- I 4.2 Effective comprehension instructional practices supported by current research (such as, teaching word meanings, building or eliciting background knowledge, previewing the text, questioning during reading, making inferences explicit and overt, summarizing and retelling, constructing mental images, using graphic organizers) with both expository and narrative texts*
- I 4.3 Text characteristics that affect comprehension, such as type of vocabulary, syntactic complexity, propositional density, use of logical connecting words, genre and discourse structure*
- I 4.4 Explicitly teaching and scaffolding students' independent use of comprehension skills and strategies*

**I 5.0 PERFORMANCE OBJECTIVE: Implementation of a comprehensive reading program**

*Participants know a research-based framework for meeting the instructional needs of all children, and the practices of grouping for differentiated instruction in reading.*



*Participants will demonstrate knowledge of:*

- I 5.1 A “three tier” model (core, supplemental, intervention) for organizing classroom instruction for students with a wide range of proficiencies*
- I 5.2 The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program*
- I 5.3 The use of core, supplemental, and intervention materials in a comprehensive reading program*
- I 5.4 The importance of writing and spelling in a comprehensive reading program*
- I 5.5 The relationship between specific underlying skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, and so forth,) and high quality composition*
- I 5.6 Management and allocation of instructional time according to student needs*
- I 5.7 Promoting home/school connections to support student growth*

**MARYLAND STATE DEPARTMENT OF EDUCATION STANDARDS  
MATERIALS FOR TEACHING READING**

***M 1.0 PERFORMANCE OBJECTIVE: Selecting and Evaluating Materials***

*Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.*

*Participants will demonstrate knowledge of:*

***M 1.1*** *Selecting, organizing, and evaluating text that supports the development of the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) including but not limited to:*

- *Decodable text*
- *Controlled vocabulary text*
- *Informational text*
- *Technology documents*
- *Functional text*
- *Literary text*

***M 1.2*** *At least two core, comprehensive reading programs evaluated for their allegiance to research-based principles of instruction in phonological awareness, phonics and word study, word recognition accuracy and fluency, passage reading fluency, vocabulary, comprehension skills and strategies, and language instruction*

***M 1.3*** *Supplementary materials and approaches for strategic and intensive intervention in phonological skills, phonics, word recognition, passage reading fluency, vocabulary, language, and/or comprehension skills and strategies*

***M 1.4*** *The alignment of the instructional components of the core reading program with Maryland Voluntary State Reading and Language Arts curriculum (VCS)*

***M 1.5*** *Research based independent sources for reviews of materials, methods, and programs*

***M 1.6*** *Evaluating the quality of children’s literature by using appropriate criteria for specific genres*

***M 1.7*** *Selecting classroom materials that integrate a variety of technology and media resources, multiple genres, and diverse cultural and linguistic backgrounds to support content area reading*

***M 1.8*** *Selecting, organizing, and evaluating materials to determine if they are appropriate to*

- *Instructional purpose (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension)*
- *Developmental level*
- *Student’s interest*
- *Diverse cultural and linguistic backgrounds*
- *Gender*
- *English Language Learners (ELL)*
- *Gifted and Talented (GT)*

- Special education
- At-risk populations

**M 1.9 Understanding and using appropriate leveling systems**

**M 2.0 PERFORMANCE OBJECTIVE: Developing Independent Readers**

*Participants will use a variety of texts and other materials to encourage students' motivation, interests, and independent reading habits.*

*Participants will demonstrate knowledge of:*

**M 2.1** *The variety of texts (narrative, expository, reference, etc.) that should be in a classroom library and a method for organizing and presenting them*

**M 2.2** *Incentive programs and classroom practices that promote wide reading*

**M 2.3** *Theoretical principles of motivation that support independent reading*

**M 2.4** *Features of text organization and formatting that are "student friendly" and that support comprehension*

**M 2.5** *Selecting and using appropriate materials that scaffold readers from developing to fluent reading and help students self-select material to match their independent reading level*

**M 3.0 PERFORMANCE OBJECTIVE: Involving the Community**

*Participants will work collaboratively with parents and members of the school and surrounding community to promote daily reading of varied text in school and outside of school.*

*Participants will demonstrate knowledge of:*

**M 3.1** *Collaborating with school-based teams to identify, select, and evaluate children's literature and other material that meets students' reading needs and interests*

**M 3.2** *Parent-school and school-community support programs that promote independent reading and parent involvement in children's reading*

**M 3.3** *Materials that support core and supplemental instruction that parents can use at home*

**M 3.4** *Assisting parents and caregivers to learn to select quality children's literature and other materials that meet student's reading needs and interests*

**M 4.0 PERFORMANCE OBJECTIVE: Establish and Manage the Literacy Environment**

*Participants will plan and or establish and maintain an organized print-rich classroom environment that supports students' instructional and independent levels and develops interests, motivation, and positive attitudes about literacy.*

*Participants will demonstrate knowledge of:*

**M 4.1** *Children's literature and other materials for establishing a print-rich environment that supports literacy instruction to include:*

- Organized classroom library
- Literacy centers
- Technology/media

**M 4.2** *Planning and/or managing a print- rich environment that effectively supports student's instruction and independent levels, interests, motivation, and positive attitudes*

*about literacy that includes:*

- *Areas appropriate for whole and small group instruction*
- *Areas for independent practice*
- *Easy access to a wide variety of reading materials*

# **EDUCATION PROGRAM PROFESSIONAL BEHAVIOR POLICY<sup>1</sup>**

## **Introduction and Rationale**

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. The teaching profession requires strong academic preparation, mastery of pedagogy, and other professional competencies. The profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help candidates demonstrate professional behaviors in a school environment. This document sets forth those essential professional behaviors for the entire education unit.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering teaching careers that will help such students in their career decision-making; (b) serving as the basis for feedback provided to students throughout their teaching program regarding their progress toward mastery of all program objectives; and (c) serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All candidates in education programs are expected to demonstrate they are prepared to work with students and adults in educational settings. This preparation results from the combination of successful completion of Towson University coursework, field/internship experiences, and the demonstration of professional behavior that all educators should possess. These professional behaviors are outlined below.

## **EDUCATION PROFESSIONAL BEHAVIOR STATEMENT**

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed behavior is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behaviors consistent with the University's Code of Behavior and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.

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<sup>1</sup>Adapted from the University of Maryland, College Park (2005) *College of Education Technical Standards Policy*.  
*Used with permission*

## **Program Expectations of Behavior**

The Education Program's Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

**Candidates enrolled in an education program must:**

Communication/Interpersonal Skills

- **express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff**
  - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written Standard English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
  - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
  - Candidates demonstrate sufficient skills in spoken Standard English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.
- **have communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments**
  - Candidates appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
  - Candidates demonstrate their awareness of appropriate social boundaries between students and educators and their readiness to observe those boundaries.
- **have the necessary interpersonal competencies to function effectively with students and parents/guardians, and to function collaboratively as part of a professional team**
  - Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents/guardians, and students.
  - Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.

Emotional and Physical Abilities

- **be able to work appropriately with time constraints and deadlines, to concentrate in distracting situations, to make subjective judgments to best serve the needs of students, and to ensure safety in the classroom and in emergency situations**
  - Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
  - Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
  - Candidates possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.
  - Candidates maintain composure and continue to function well in a myriad of situations.

- **have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties**
  - Candidates exhibit motor and sensory abilities to attend and participate in class and practicum placements.
  - Candidates tolerate physically demanding workloads and to function effectively under stress.

Personal and Professional Behavior

- **arrive on time for professional commitments, including classes and field experiences**
  - Candidates meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.
- **seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive reviews of their work from supervisors**
  - Candidates reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
  - Candidates are flexible, open to new ideas and willing to modify their beliefs and practices to best serve the needs of their students.
- **demonstrate attitudes of integrity, responsibility, and tolerance**
  - Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
  - Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
  - Candidates must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
  - Candidates demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.
  - Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.
  - Candidates protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.
- **show respect for self and others**
  - Candidates exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.
  - Candidates know cell phone use is prohibited during class hours (inc.texting).
  - Candidates are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements. They are expected to abide by the Towson University Code of Student Behavior.
  - Candidates demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
  - Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.

- Candidates realize their representations on the internet will be considered within the scope of their professional demeanor.
- **project an image of professionalism**
  - Candidates demonstrate appropriate personal hygiene.
  - Candidates dress appropriately for their professional contexts.
  - Candidates possess maturity, self-discipline, and appropriate professional judgment.
  - Candidates attend and assist as needed in lessons being observed.
  - Candidates demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.
- **social media policy**
  - The same principles and guidelines that apply to students' activities in general also apply to their activities online. This includes all forms of online publishing and discussion, including blogs, user-generated video and audio, social networks and other social media applications. The Internet is neither anonymous nor forgetful, and there is no clear line between one's professional life and personal life on a social media site. Teacher candidates need to weigh every posting for how it affects their effectiveness as teachers.

### **Implementation and Review Procedures**

Each program of education will introduce this policy, and candidates will receive a copy of the *Program's Professional Behavior Policy* and sign a *Professional Behavior Policy Acknowledgement Form* prior to the entry of the clinical experiences. Candidates in the programs will be required to submit an updated *Professional Behavior Policy Acknowledgement Form* prior to entry into the Professional Year.

At various points (e.g., field experiences) candidates will be notified of *Professional Behavior* inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from Towson University or other sources. If the problem seems to be beyond remediation, the candidate's continuation in professional programs, graduation, or recommendation for certification may be denied.

### **Assistance for Individuals with Disabilities**

Professional behavior may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, Towson University will endeavor to make reasonable accommodations with respect to its behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Disability Support Services (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has



been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.

**TOWSON UNIVERSITY  
PROFESSIONAL BEHAVIOR POLICY  
EDUCATION STUDENT ACKNOWLEDGEMENT FORM**

Within the professional context to which each candidate aspires, all candidates must:

**Communication/Interpersonal Skills**

- be able to express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff

- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments
- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team

**Emotional and Physical Abilities**

- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies
- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties

**Personal and Professional Requirements**

- arrive (and be on time) for professional commitments, including classes and field experiences
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
- demonstrate attitudes of integrity, responsibility, and tolerance
- show respect for self and others
- project an image of professionalism
- adhere to social media policy

I have read and acknowledge receipt of the Professional Behavior Policy. I understand that if the criteria listed above are not met satisfactorily, I may be recommended for dismissal from the Teaching Program and/or denied the opportunity to complete the internship and student teaching component of the curriculum.

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
PRINTED Name

\_\_\_\_\_  
Date

This document should be given to the **Department Chair**.

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Documented disability students seeking accommodations, should register with the University's Office of Disability Support Services and notify your course instructor, and/or academic advisor prior to the start of classes and/or field experience.

## **POLICY REGARDING CONTINUANCE OR REMOVAL FROM FIELD PLACEMENTS**

As well as academic preparation and teaching skills, the teaching profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The “Education Professional Behavior Policy” (part 2 of this document) describes the professional behavior expected of teacher candidates in all placements. Candidates who fail to demonstrate appropriate professional behavior pedagogical skills, or mastery of content may be removed from the field placement after other options may be explored.

Should a school leader request the removal of an intern from a school placement, the placement at that school shall be ended immediately. The intern will proceed to step five of this policy if the school requests that the intern be removed from the setting. If a candidate’s actions are considered illegal activities, there is an automatic referral to step five of this policy. If a candidate fails to demonstrate competence in one or more expectations in the school placement, the following policy shall be implemented.

### **Procedure for Removing Candidates from Field Experiences and Concurrent Courses:**

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching if that is warranted. The University supervisor is responsible for observing the intern and providing both oral and written feedback for each lesson observed. The mentor teacher should give written feedback to any candidate that is having difficulty after formative discussions with the candidate have occurred.
2. When an intern encounters difficulty in the school/classroom, it is the university supervisor’s responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the candidate is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor teacher and the intern, will finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the candidate will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director as a way to alert them that the candidate is experiencing difficulty. Should the candidate refuse to sign or fail to implement the Assistance Plan, the candidate will be removed from the placement and will proceed to step five of this policy.
3. At the end of the time frame set forth in the Assistance Plan, the intern is either allowed to proceed in the field experience as long as he/she is able to maintain all of the responsibilities expected of the experience, or he/she is removed from the field experience due to lack of progress on the Assistance Plan. This decision will be made by the university supervisor in collaboration with the department chair; the director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.
4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the internship course. If the withdrawal occurs before the deadline for officially withdrawing from courses, the candidate may be allowed to withdraw from the internship and receive a grade of W for the course. Candidates taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement. Candidates may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.

5. Candidates may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based on university policy as stated in the appropriate catalog. If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.

6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.

Towson University  
Professional Year Assistance Plan

Student: \_\_\_\_\_ Towson ID# \_\_\_\_\_

Program: \_\_\_\_\_

<b>Issues</b>	<b>Solutions</b>	<b>Action &amp; Date</b>
		<p><u>Failure to complete this plan satisfactorily may result in removal from internship.</u></p> <p><u>Follow-Up:</u></p>

Copy to: Dept. chair and  
TU Intern  
Center for Professional Practice    Date

\_\_\_\_\_ University Liaison

## **COLLEGE OF EDUCATION PROFESSIONAL DISPOSITIONS**

Dispositions are defined by the Interstate New Teachers Assessment and Support Consortium (INTASC) and Council for Exceptional Children (CEC) as: *the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that reflect student learning, motivation, and development as well as the educator's own professional growth.*

Towson University, the College of Education has identified three specific aspects of dispositions:

- Commitment to Professional Practice
- Caring for the Success and Well-being of ALL Students
- Collaboration with Colleagues and Stakeholders

Dispositions are guided by your beliefs and attitudes related to ethical behavior, value for diversity, and respect for their impact on the learning environment. Demonstrating proficiency in dispositions is critical to success as an elementary education major. Earning high grades in assignments that demonstrate knowledge and skills is not sufficient to be successful a success intern. You must also practice the highest standards of professional behavior.

You will be evaluated on your growth in dispositions throughout the four levels of internships in the Elementary Education program. Demonstrating proficiency in the dispositions will determine your continuation in the teacher education program and will shape important relationships with peer colleagues, mentor teachers and professors. In Level I you will conduct a self-assessment of your growth, and in addition, professors and mentor teachers will assess your dispositions when determining your course grades.

### **Commitment to Professional Practice**

The successful candidate:

- Respects and models high academic standards, and demonstrated proficiency in academic writing and professional oral presentation (INTASC/CEC Standards 6,9)
- Demonstrates a repertoire of pedagogical skills that develop all students' critical and independent thinking, and performance capabilities.(INTASC/CEC Standards 4,5,7)
- Uses ongoing assessments as an integral part of the instructional process. (INTASC/CEC Standard 8)
- Reflects on practice regularly in order to improve student learning. (INTASC/CEC Standard 9)
- Makes decisions based on ethical and legal principles, including respect for confidentiality. (INTASC/CEC Standards 1, 9)

## **Caring** for the Success and Well-being of All Students

The successful candidate:

- Believes that all students can learn and persists in facilitating their success. (INTASC/CEC Standards 2,3,4,5,7,9)
- Accepts and demonstrates responsibility for improving learning for all students and the work environment for all colleagues. (INTASC/CEC Standards 2,3,4,5,7,9)
- Values cooperation and respects the views of colleagues, students, and families by respecting the process that is necessary for improving student achievement and the learning environment. (INTASC/CEC Standard 9)
- Models the virtues of an educated person, including the drive to work hard, be flexible, and be an ethical colleague. (INTASC/CEC Standard 9)
- Demonstrated culturally responsive teaching and celebrates cultural differences among students and colleagues. (INTASC/CEC Standards 1,2,3,5,6,7,8,9,10)

## **Collaboration** with Colleagues and Stakeholders

The successful candidate:

- Establishes and contributes to a positive learning climate for all students and colleagues. (INTASC/CEC Standards 2,3,4,5)
- Engages in continual learning and discussion with other professionals toward maximizing learner achievement and increasing promising professional practice. (INTASC/CEC Standard 9, 10)
- Recognizes families, colleagues and supervisors as partners in teaching and learning by creating opportunities to involve them in instructional decisions. (INTASC/CEC standards 3,9,10)
- Seeks expert knowledge in order to improve teaching and learning. (INTASC/CEC Standards 9, 10)
- Accepts suggestions with composure and implements changes to improve professional practice. (INTASC/CEC Standards 9,10)