

**Initial Information for  
Pre-Student-Teaching Field  
Experience**

**Block II  
Fall 2010**

<b>Name</b>	<b>School/Address/ Phone</b>	<b>Co-op Teacher/Email/Courses</b>	<b>Time to arrive</b>
Jordan Confer	Central Mountain M.S. BEN Avenue Mill Hall, PA 17751 570-726-3141	Mr. Peter Wert pwert@kcsd.pa.us 6 <sup>th</sup> , 7 <sup>th</sup> , Prealgebra, Math 7	7:50
Dan Craig	Jersey Shore M.S. Thompson Street Jersey Shore, PA 17740 570-398-7400	Ms. Wanda Derr wderr@jsasd.k12.pa.us 8 <sup>th</sup> , Algebra 1	7:45
Sarah Devitt	Hughesville H.S. 349 Cemetery Street Hughesville, PA 17737 570-584-5111	Ms. Angela Swartchick aswartchic@elsd.org 9-12, Algebra II, Adv. Math, Precalc	7:45
Jessica Ellis	Hughesville H.S. 349 Cemetery Street Hughesville, PA 17737 570-584-5111	Ms. Amanda Sheets asheets@elsd.org 7, 10, 11, Geometry, Adv. Math	7:45
Corey Finn	Loyalsock Twp. M.S. 2101 Loyalsock Drive Williamsport, PA 17701 Phone: (570) 323-9439	Ms. Jennifer Bomboy jbomboy@ltsd.k12.pa.us 7 <sup>th</sup> -8 <sup>th</sup> grade math	7:45
Roger Freed	Central Mountain M.S. BEN Avenue Mill Hall, PA 17751 570-726-3141	Ms. Kathy Taylor ktaylor3@kcsd.pa.us middle	7:50
Chris Homan	Central Mountain M.S. BEN Avenue Mill Hall, PA 17751 570-726-3141	Ms. Susan Johnson sjohnson@kcsd.us 7 <sup>th</sup> , Math 7, Int. Alg.	7:50
Bill Lawless	Muncy Jr./Sr. H.S. 200 West Penn Street Muncy, PA 17756 570-546-3127	Ms. Sharon Wagner swagner@muncysd.org Math 7, Pre-alg	7:40
Lari Mc Nerney	C.E. McCall M.S. 600 Willow Street Montoursville, PA 17754 Phone: (570) 368-2441	Ms. Jennifer Breneisen jbreneisen@montoursville.k12.pa.us middle	8:00
Ashley Ruth	Hughesville H.S. 349 Cemetery Street Hughesville, PA 17737 570-584-5111	Ms. Elizabeth Smith esullivan@elsd.org 10 <sup>th</sup> , Algebra 2, Geometry	7:45
Kelly Titus	Montgomery M.S. 120 Penn Street Montgomery, PA 17752 570-547-1608	Ms. Penny Becher pbecher@montasd.org 8 <sup>th</sup>	7:25

Jeff Ward	Jersey Shore M.S. Thompson Street Jersey Shore, PA 17740 570-398-7400	Ms. Lynnann Charnego lcharnego@jsasd.k12.pa.us middle	7:45
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**Your dates for Field are the following: 10-19, 10-21, 10-26, 10-28, 11-2, and 11-4. If your schedule permits (which I don't think any of yours will this semester), feel free to arrange more time to spend in your cooperating teachers classroom, as allowed.**

The main goal for this experience is to immerse you into the culture of teaching as much as possible. Since this includes teaching as many lessons as your cooperating teacher, and time, will allow, it is ideal for you to work out a time-frame with your co-op in which you can spend an additional MWF for one class period or more in order to develop a series of lessons in sequential order. It will be much easier to do this if it is at all possible for you and your co-op. Your personal goal should be to work with one class period for approximately a 5-day time period, during which you could teach two or three lessons in a row. Of course, this is oftentimes not possible due to schedules and distance, but if it is, give it some thought.

Please make sure you look over the following information carefully over the next couple of days.

- If needed, look up the school address on an online map-site to get directions. Either look up the school ahead of time or be sure to leave in plenty of time on your first day. Remember, you will be competing with bus traffic.
- You should contact your cooperating teacher by phone or email. I will be emailing each of them with some other information and will inform them that each of you will be doing this. **DO NOT DO THIS BEFORE OCTOBER 13<sup>TH</sup>!** I will be emailing them on Tuesday, the 12<sup>th</sup>. In this initial contact, simply introduce yourself, let them know that you will be there at a specific time on Tuesday, and that you are looking forward to meeting them and spending some time in their classroom. Make it short and to the point! Do not come across as overbearing. You should probably ask them if there is a specific time that they would like you to meet them and where they would like to meet. Read your email several times before sending it to make sure that it is grammatically correct.
- Make note of the time to be at your school. Do not be late!
- Check in at the main office of the school and ask the office personnel to direct you to your cooperating teacher. Be sure to sign in and get a Visitor's Pass if your school requires one. Have your student ID with you, wearing it if it is possible.
- Look and act the part of a teacher. You should look professional, show initiative and enthusiasm, keep personal comments about the school or class to yourself (unless asked), show respect toward administration, staff, teachers, and students, and maintain a professional distance between you and all others in the school environment (this does not mean coming across as evasive). You are there to actively observe, assist, and learn. While you should reflect on the classes, this should be done on your own time. You are not there to criticize the teacher, class, students, administration, school, etc.
- You are a guest in this school. Remember that! Your attitude and conduct reflects directly on Lock Haven University and the Secondary Mathematics Program. Do not be the reason that those two entities get a bad reputation!

- Read over the Participation Evaluation Form that has been attached. Know how your cooperating teacher will be assessing you. Realize that some of the areas may not apply to every situation.
- If you have a class that begins at 2:10, you will have to leave at an appropriate time to return to campus. I have explained this to the co-ops in the email that I sent to them. I simply told them that you will inform them if you have to leave earlier than 2:00. Your ultimate goal is to stay with the teacher from 8:00 until 2:00. The only reason to leave earlier is due to a class.
- Get enough sleep the night before so you do not fall asleep while in the classroom. Nothing is worse than this. Well, I suppose there are things worse than this, but this is pretty important.
- You should either take a lunch with you or take money to buy lunch in the cafeteria. If you have a meal plan at Bentley, they will provide you with a sack lunch if you request it early enough.
- Good luck and have fun. Remember, you are there to learn about all that a teacher does and what teaching is all about. Teaching is not easy, so don't expect it to be. It's supposed to be hard work. That's why it's called a job and not play. However, I don't believe there is any better job than teaching.

NOTE 1: I will be visiting each of you at some time during your Field Experience. However, I am not there to observe you teaching unless for some reason our schedules happen to coincide. For the most part, I will simply stop by to say hello to your cooperating teacher at the beginning or end of the school day or between classes.

NOTE 2: You are to submit, shared in LiveText, lesson plans for **two** lessons that you teach during Field. These lesson plans are graded with the LHUP (not Steve's) Senior Lesson Plan Rubric by which all teacher education students are graded for two lesson plans. These lesson plans will be scored in LiveText. The rubric has been included in this packet of information. You can use the template that is in LiveText for the Secondary Math program, or you can create your own template. Be sure to include an after-teaching reflection.

NOTE 3: Be sure to submit the Self-evaluation Teaching Rubric for every lesson that you teach. This is not a graded assignment but is expected to be completed. Please be as honest as possible on it.

## **Dress Code Information**

### **MATH200/316**

As a preservice teacher, I am aware that I must follow the dress code for the school district when completing mandatory experiences in secondary classrooms. This dress code requires professional and conservative attire. In addition, I will completely cover any tattoo and remove body piercing(s) (small earrings not included) before arriving on school property. Because preservice teachers are guests in the schools, candidates who fail to comply with the conservative dress code, tattoo, and piercing policies may be asked to leave the school grounds.

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Signature

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Date

#### General guidelines

1. Clothing should be clean and pressed.
2. No part of the midriff should be visible when bending or stretching.
3. All clothing should allow you to move freely.
4. Skirts should be at knee length or below.
5. Males should wear slacks with collared shirts (tucked in at the waist). Dress shirts with ties are the standard at many schools.
6. Jeans or sweats are not appropriate for males or females.
7. Comfortable shoes (with socks or hose) are essential, however sneakers and tennis shoes are inappropriate.
8. Loose fitting, washable clothing is preferred to suits.
9. Avoid cologne or perfume.
10. Hair should be clean and neatly styled.
11. Females with long hair may want to secure it in a ponytail.
12. Males may want to consider having hair cut shorter than shoulder length and should be clean shaven.
13. Jewelry and make-up should be understated and conservative.

**Professionalism and Confidentiality Agreement**  
**MATH200/MATH316**

I am a guest in the school where I am observing/assisting/teaching. My task is to objectively collect information, assist the teacher, and/or teach lessons/activities so I can learn more about helping students learn mathematics. As my participation time in the school is limited, it is not my job to pass judgments about the teacher, students, or the school.

I agree to protect the confidentiality of the classroom and respect the professionalism of the teachers. I agree to share the insights I gain at a time when they will not be taken as personal criticism of the school, administration, teacher, or students.

I agree that observation and instruction/assessment results should be discussed only with the teacher and my methods instructor and peers in class in a way that will not divulge personal information.

I have read and agree to follow the Professionalism and Confidentiality Agreement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# LOCK HAVEN UNIVERSITY

## SECONDARY MATHEMATICS EDUCATION PARTICIPATION EVALUATION FORM FALL 2010

*Please return directly to Steve Williams, 405 ROBI, LHUP, Lock Haven, PA 17745*

Student \_\_\_\_\_ Block II

Methods Instructor Steve Williams Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade \_\_\_\_\_

Attendance on Scheduled Days: List dates of absences \_\_\_\_\_

	Unsat.	Basic	Proficient	Distinguished	N/A
1. Demonstrates knowledge of subject matter					
2. Demonstrates instructional planning skills					
3. Demonstrates knowledge of the principles of student learning					
4. Adapts instruction for individual needs					
5. Uses multiple instructional strategies					
6. Demonstrates positive classroom management					
7. Exhibits effective communication skills					
8. Effectively assesses student learning					
9. Works collaboratively					
10. Demonstrates professional commitment and responsibility					
11. Shows reflective growth					

Based upon the overall performance of this student, please assign a letter grade indicating their commitment and ability.

The grade is \_\_\_\_\_ ( A, B, C, D, + or - where appropriate.)

COMMENTS: We encourage you to share this document with your student. Please feel free to list any additional comments on the back of this form. This document will become part of the file for student teaching.

## Self-evaluation Teaching Rubric

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

- 4 Exceeds expectations
- 3 Meets expectations
- 2 Needs to make relatively minor improvement
- 1 Unacceptable

1. Knowledge of Subject Matter	4	3	2	1
2. Use of Activities or other Constructivist Methods	4	3	2	1
3. Communication Skills	4	3	2	1
4. Organization	4	3	2	1
5. Interesting – Effective – Creative	4	3	2	1
6. Anticipatory set (Motivation)	4	3	2	1
7. Giving Directions	4	3	2	1
8. Attentive to Students' Needs	4	3	2	1
9. Closure/Summary	4	3	2	1



### LHUP Senior Lesson Plan Rubric

	<b>Unsatisfactory</b>	<b>Basic (2 pts)</b>	<b>Proficient (3 pts)</b>	<b>Distinguished (4 pts)</b>
<b>Standards (1, 14%)</b>	No standards or benchmarks are included.	Few standards and benchmarks are included	Most applicable standards and benchmarks are included.	Appropriate standards and benchmarks are included.
<b>Objectives - Components: audience, conditions, observable behavior, and/or measurable criterion. (1, 14%)</b>	Objectives are missing.	Lesson objectives contain 1 of the 3 necessary components.	Lesson objectives contain 2 of the 3 necessary components.	Lesson objectives contain all the necessary components.
<b>Content (1, 14%)</b>	The lesson content is not accurate and does not support the academic standards/objectives.	The lesson content is minimally accurate and clear and only somewhat supports the academic standards/objectives.	The lesson content is mostly accurate and clear and directly supports the academic standards/objectives.	The lesson content is accurate and clear and directly supports the academic standards/objectives.
<b>Methods (1, 14%)</b>	Methods are not identified in the lesson plan.	A general list of methods is included in the lesson plan; however, sufficient information is missing for another teacher to implement the lesson.	Methods are identified, somewhat appropriately sequenced and would be understood by another teacher implementing the lesson.	Methods are clearly stated, appropriately sequenced and would be easily understood by another teacher implementing the lesson.
<b>Adaptations (1, 14%)</b>	No adaptations are listed, but are needed.	Adaptations for diverse learners are included, but are not appropriate.	Adaptations for diverse learners are included, but are only somewhat appropriate.	Adaptations for diverse learners are clearly identified and are very appropriate.
<b>Assessments (1, 14%)</b>	Assessments and objectives do not relate to one another. Assessments are limited and do not provide useful information to evaluate the objectives.	Most assessments match the learning objectives and opportunities for assessments of student performance are embedded in the lesson.	Assessments match all of the learning objectives and opportunities for assessments of student performance are embedded in the lesson.	Assessments match all of the learning objectives and opportunities for multiple assessments of student performance are embedded in the lesson.
<b>Self-Evaluation (1, 14%)</b>	Evaluation is not specific.	Includes reflective self-evaluation.	Includes detailed reflective self-evaluation of lesson strengths and weaknesses.	Includes detailed reflective self-evaluation of lesson strengths and weaknesses and sets goals for future lessons.



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