EDCS 300
Pre-Autumn Workbook

Department of
Educational Foundations & Curriculum
Office of Field Experiences
400 East University Way
Ellensburg, WA  98926-7409

Name

Student ID#

 Supervisor
Explanation and Use of the Pre-Autumn Workbook

This workbook is provided to each Pre-Autumn intern. The Pre-Autumn workbook consists of four sections.

Section One: The first section is comprised of two components: 1) The Constructivist Learning Model that forms the basis of Central Washington University’s conceptual framework and 2) The Theme of CWU’s Teacher Preparation Program, teachers as facilitators of learning in a diverse world.

Section Two: The second section is a copy of Washington Administrative Code: Acts of Unprofessional Conduct.

Section Three: This section contains Objectives A through J including Expectations, Generalizations, and Suggested Learning Experiences for each objective.

Section Four: The fourth section contains the Pre-Autumn Log in which the intern will date and record experiences. The lines below each topic are to be used to describe that topic concisely from the intern’s encounters in the school setting.

Additionally, interns are required to write a reflective essay about their experiences by summarizing the concepts learned about each objective during this experience. These Final Student Comments should be attached to the beginning of the log.

Lastly, the Cooperating Teacher Comments page should be filled out and signed by the cooperating teacher. Two copies of the signed letter from the cooperating teacher delineating the intern’s participation in the Pre-Autumn Experience may be substituted for the Cooperating Teacher Comments page and should be attached to the end of each copy. The student intern should submit a completed Pre-Autumn Workbook to the university supervisor at the end of the Pre-Autumn Experience. The completed Classroom and Student Characteristics page and the “Personal Value of Pre-Autumn” page will be submitted at this time as well.

Interns are to keep notes and make daily entries in their logs and discuss their experiences with their cooperating teachers. Special emphasis should be given to the following categories: Classroom Management and Discipline (Objective D), Teaching Methods, including culturally responsive methods as well as constructivism (Objectives E and F), and Parental Involvement (Objectives H and I).

One collective appointment should be made to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building for the Pre-Autumn Experience. The Cooperating Teacher(s) should make the appointment for the student intern(s) or assist the intern(s) in scheduling the appointment.

The Pre-Autumn Orientation and all Pre-Autumn Seminars are to be attended by the interns. The university supervisor will arrange these seminars.

Student interns must be present for the entire school day for the duration of the experience without absences in order to qualify for a possible grade of Satisfactory.
The Constructivist Learning Model

The constructivist-learning model serves as the conceptual framework for our program in teacher education and graduate programs for the preparation of school counselors, school administrators, school psychologists, and other positions related to a variety of school roles. Constructivism purports that knowledge is the result of the individual’s view of reality, that is, learning occurs through the continual creation of rules or hypotheses, which allows the individual to explain what has been observed. There is a need to create new rules and formulate new hypotheses when students present ideas of reality which may not agree with those of the instructor. The constructivist-learning model refers to that process of constructing or creating a new idea which can serve as a guideline for learning and teaching. This idea serves as a guide for similar subsequent actions.

The Constructivist Model has four basic components:

1. The learner creates knowledge.
2. Knowledge is “constructed” or made meaningful when the learner relates new information to prior or existing knowledge.
3. Knowledge is shaped by experiences and social interactions as it is constructed.
4. The members of a culture establish knowledge cooperatively.

Though the constructivist model has gained much recent attention, it is well established in a long history of educational research. Most educators are familiar with the work of Jean Piaget and others who have contributed many ideas and theories to early childhood programs and programs for adolescents, as well as a great deal of research with adults. An early proponent of the constructivist prospective was George Kelly, who asserted that learners, by nature, are observers who attempt to make sense of those things they have observed. In other words, constructing enables them to interpret and reinterpret what they have observed. Kelly says, “This personal construct system provides the learner both freedom of decisions and limitations of action. Freedom because it permits him to deal with the meaning of events rather than forces him to be helplessly pushed about by them, and limitations because he can never make choices outside the world of alternatives he has built for himself.” (In Clinical Psychology and Personality; the Selected Papers of George Kelly. Maher, B., Ed. 1969, New York: Wiley.)

Kelly’s idea that human beings construct knowledge systems based on their observation parallels Piaget’s theory that individuals construct knowledge systems as they work with others who share a common background of thought and processes. This kind of learner is called a “dialectical constructivist;” in other words, the individual is in a very close relationship with reality, both finding and making meaning within the context of a changing and diverse world.

A teacher in the constructivist classroom will be able to:

1. Seek out and use student questions and ideas to guide lessons and instructional units;
2. Encourage students to initiate ideas;
3. Promote student leadership, collaboration, seeking of information and taking action as a result of the learning process;

4. Use the thinking, the experiences, and the interests of students to drive the lesson;

5. Encourage the use of alternative sources of information;

6. Encourage students to test their own ideas, even predicting and speculating on outcomes;

7. Use cooperative learning strategies that emphasize collaboration, respect of individuals, and encourage the division of labor;

8. Provide adequate time for students to reflect on and analyze information;

9. Encourage and support the collection of real evidence to support ideas and the reformation of ideas in light of new evidence or experiences.

The Theme of CWU’s Teacher Preparation Program

Over a decade ago, the Center for Teaching and Learning adopted a program theme to serve as a visible reminder to faculty and students of what we are trying to become. We agreed that both our faculty and our graduates should be “facilitators of learning.” The term “facilitator” was chosen because of its consistency with the constructivist philosophy. The term reflects the view of the professional educator as one who encourages personal reflection and construction of knowledge, who enable students in the construction of knowledge, and who provides insights about formal knowledge, but who does not dictate the knowledge that will be constructed. It shifts the focus from what the professional educator does to what the student achieves. It reminds us that the success of our endeavor is measured not in seat time or credits earned but in knowledge, skills, and values acquired. Thus, we see ourselves, and we want our students to see themselves and us, as “facilitators of learning.”

By adopting this theme, the faculty wanted to emphasize that our role as facilitators extended to all learners. Just as our candidates were becoming more diverse, they also were being asked to teach in environments of changing cultural balance, of increasing numbers of children living in poverty and facing health problems, homelessness, and disrupted family lives, and of increasing language diversity. Faculty were finding that tried and true methods were less effective than they once had been, and candidates were reporting that they felt under-prepared and overwhelmed to address the needs of the children they encountered in the PK-12 schools. As the framework was modified to reflect multicultural and global perspectives in all aspects of the program, the theme also was extended to emphasize this important aspect of our programs. Thus, we wanted to be and to prepare “facilitators of learning in a diverse world.” The theme is intended to remind all of us in the field that there should be:

- A focus on learning as the important product of teaching, and the teacher’s role as a facilitator of learning; and
- An emphasis on individual differences and the impact of the racial, cultural, gender, linguistic, and socio-economic diversity of children on how to facilitate learning.
WHAT IS A FACILITATOR?

Facilitators of learning initiate, encourage and monitor the development of academic skills, of personal capability and potential, and of transactions between individuals and knowledge communities. This requires that they:

1. Equip themselves with the knowledge and strategies that they can apply for different purposes, employ for different learners, and combine imaginatively and artfully to create classrooms and learning centers of variety and depth.

2. Provide for the practice and development of skills which learners can use to access, engage, utilize and articulate knowledge actively.

3. Encourage the development of methods of inquiry, research and expression, which enable learners to participate in the conversations of various communities of knowledge.

4. Establish a learning environment that promotes successful and diverse learning experiences.

WHAT IS LEARNING?

1. Learning is perceiving, responding, discovering, developing and creating systems of knowledge and ability. Learning requires access to existing and accepted systems of knowledge of various kinds and the application of operations that enables learners to interact with, influence, re-envision and utilize those systems.

2. Methods of learning make a difference in both what is learned and how it is learned, and students react differently to any given teaching strategy; thus, effective learning situations are the result of combinations of several individual and cultural factors.

3. Five major experience patterns contribute to learning: operant, respondent, social learning, contiguity, and cognitive. The power of an experience pattern is influenced by individual variables.

4. Learning occurs in three domains: psychomotor, affective, and cognitive.

5. Learning is facilitated when the presentation of information is related to an individual student’s experience, needs and abilities.

WHAT IS DIVERSITY?

1. Diversity refers to differences among the performance levels of learners.

2. Diversity encompasses biological (e.g., gender, race, age), sociological (e.g., ethnicity, socioeconomic status), psychological (e.g., emotional needs), and perceptual (e.g., auditory, visual learners) differences among learners.

3. Diversity encompasses differences in the settings in which learning takes place (e.g., differences in group size or setting: classroom, laboratory, field).

4. Diversity encompasses differences in the planned outcomes of learning (e.g., theoretical/applied, affective/cognitive/psychomotor).
Professional Certification
Acts Of Unprofessional Conduct –
Washington Administrative Code

WAC 180-87-015 Accountability for acts of unprofessional conduct. Any educational practitioner who commits and act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 180-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 180-87-020 Applicability of chapter to private conduct. As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner’s role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 180-87-025 Exclusivity of chapter. No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 180-87-030 Prospective application of chapter and amendments. The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 180-87-035 Education practitioner—Definition. As used in this chapter, the term “education practitioner” means any certificate holder licensed under rules of the state board of education to serve as a certificated employee.

WAC 180-87-040 Student—Definition. As used in this chapter, the term “student” means the following:

1. Any student who is under the supervision, direction, or control of the education practitioner.
2. Any student enrolled in any school or school district served by the education practitioner.
3. Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
4. Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to dropouts, graduates, and students who transfer to other districts or schools.

WAC 180-87-045 Colleague—Definition. As used in this chapter, the term “colleague” means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

ACTS OF UNPROFESSIONAL CONDUCT

WAC 180-87-050 Misrepresentation or falsification in the course of professional practice. Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:
(1) Statement of professional qualifications.
(2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
(3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
(4) Representation of completion of inservice or continuing education credit hours.
(5) Evaluations or grading of students and/or personnel.
(6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
(7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
   (a) Good moral character or personal fitness.
   (b) Acts of unprofessional conduct.
(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

WAC 180-87-055 Alcohol or controlled substance abuse. Unprofessional conduct includes:
(1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
   (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
   (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
   (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
(2) The possession, use, or consumption on school premises or at a school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.
(3) The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 180-87-060 Disregard or abandonment of generally recognized professional standards. Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:
(1) Assessment, treatment, instruction, or supervision of students.
(2) Employment or evaluation of personnel.
(3) Management of moneys or property.

WAC 180-87-065 Abandonment of contract for professional services. Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:
(1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
(2) Professional service contract.

WAC 180-87-070 Unauthorized professional practice. Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.
(1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the state board of education when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.

(2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.

(3) The practice of education by a certificate holder during any period in which such certificate has been suspended.

(4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 180-86-160, to not continue or to accept education employment.

(5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 180-86 WAC.

(6) Provided, that for the purpose of this section, good cause includes, but is not limited to exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 180-87-080 Sexual misconduct with students. Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

(1) Any sexual advance, verbal or physical;

(2) Sexual intercourse as defined in RCW 9A.44.010;

(3) Indecent exposure as defined in RCW 9A.88.010;

(4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;

(5) Provided, that the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 180-87-085 Furnishing alcohol or controlled substance to students. Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 180-87-090 Improper remunerative conduct. Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 180-87-093 Failure to assure the transfer of student record information or student records. The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 180-87-095 Failure to file a complaint. The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 180-86-110 regarding the lack of good moral character or personal fitness of an education practitioner of the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.
**Objective A**

**EXPECTATION**

Assist in preparing for the beginning of a new instructional year, including the first day of pupil attendance.

**GENERALIZATION**

Conditions of the learning environment are a product of pre-planning and implementation by the teacher as a facilitator of learning and manager of resources, personnel, and time.

**SUGGESTED LEARNING EXPERIENCES**

1. Through informal discussion, become acquainted with the classroom teacher’s policies, standards and general philosophy.

2. Help get the classroom ready with regard to supplies, equipment, bulletin boards, and other materials.

3. Become acquainted with teaching materials such as texts, picture files, maps, library materials, and general supplies.

4. Become familiar with records, procedures, and policies of the school system as well as those of the school to which initially assigned.

5. Become familiar with the physical facilities of the building and grounds.

6. Become acquainted with planning for the first day of instruction.

7. Prepare a bulletin board.

8. Observe how pupils and parents are welcomed to the school.

9. Assist in helping make students physically comfortable.

10. Observe teacher and learner activity during the first day; discuss discrepancies from original plan with teacher informally at day’s conclusion.

**OBJECTIVE B**

**EXPECTATION**

Participate in selective instructional and student related activities within the assigned school and attend professional meetings.

**GENERALIZATION**

Classroom teachers have specific responsibilities for the instructional program of the students assigned to them and other responsibilities as members of the instructional staff in a building and by being a professional within a total community.
SUGGESTED LEARNING EXPERIENCES

1. Attend PTA, staff, and professional meetings with the cooperating teacher.

2. Review district and building policy manuals, with particular reference to student progress reports, student accounting, health and safety rules and facilities, promotion, library rules and facilities, and policies directly related to certificated personnel.

3. Assume responsibility for part of the classroom management, such as taking roll and distributing materials.

4. Assume responsibility for reading to the class and explaining assignments.

5. Assume responsibility for correcting a short, related series of student papers.

6. Assist the cooperating teacher in finding and assembling instructional materials.

7. Develop basic competency in the use of audio-visual and duplicating equipment.

8. Develop, cooperatively with the cooperating teacher, a lesson plan, which permits a limited sequence of teaching and learning activities.

9. Assist in playground or hall supervision.

Objective C

EXPECTATION

Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents.

GENERALIZATION

The classroom teacher occupies a position bound by custom, traditions, and codes of behavior, and the successful teacher conducts relationships within those bounds in dealing with peers and/or clients.

SUGGESTED LEARNING EXPERIENCES

1. Observe, as the situation permits, formal and/or informal relationships between administrators, teachers, other certified and non-certified personnel and students and their parents. How are parents involved in the learning of their children? Discuss in seminar and reach tentative conclusions regarding successful and/or satisfying practices to use in relating to these general types of persons in the school.

2. Read a code of ethics for educators and observe educator behavior in relation to the code.
**Objective D**

**EXPECTATION**

Observe and note the various classroom management procedures used by classroom teachers.

**GENERALIZATION**

Classroom management techniques vary as a result of conditions, teacher personality, and school or district policy. The principles of management are observable and transferable from situation to situation.

**SUGGESTED LEARNING EXPERIENCES**

Observe and discuss with the cooperating teacher these components of the management program.

1. System for maintaining pupil records.
3. Criteria for grouping students.
4. Procedure for establishing rapport with parents.
5. Establishing room policies.
6. Techniques for establishing rapport with students.
7. Mechanics of room operation- “housekeeping duties”.
8. Use of outside resource persons/agencies.
9. Techniques for giving directions to the class or individual students.
10. Techniques related to the use of audio-visual materials.
12. Techniques for classroom management and discipline.

**Objective E**

**EXPECTATION**

Observe and describe the different teaching methods used by classroom teachers.

**GENERALIZATION**

Although specific approaches to teaching vary as a result of conditions or teacher personality, the principles of teaching can be observed and, generally, transferred from situation to situation.
SUGGESTED LEARNING EXPERIENCES

Observe and discuss with the cooperating teacher, as the situation permits, the following methods and techniques:

1. Direct instruction – Teacher instructs (lectures, models, etc.).
2. Demonstration – Teacher shows students through presentation and modeling activity.
3. Discussion – Teacher interacts with students by posing questions and getting student input.
4. Inquiry – Students are given a task to do which requires students to solve problem/s.
5. Laboratory methods – Students are expected to follow proper lab techniques.
6. Questioning techniques – Teacher uses a variety of questions with different levels of difficulty i.e., Bloom’s Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) to elicit response.
7. Classroom games and simulations – Games are hands-on, meaningful learning experiences.
8. Contract teaching – Contracts are created with the student, teacher, parents and/or principal to change an unwanted or unacceptable behavior. Consequences and rewards are stated.
9. Individualized instruction – One-on-one instruction between teacher and student to accommodate a student’s specific learning needs.
10. Cooperative learning – Students work in groups with specific tasks and share in each other’s learning.
11. Culturally responsive teaching – Teacher models respect for the cultural diversity of the students and is sensitive to and honors their cultural traditions.

Constructivist teaching:

12. Poses problems of emerging relevance – Current events can be brought into the class and are more meaningful than those which are artificially contrived.
13. Lessons are planned around concepts – Teaching starts with concepts or clear objectives and moves toward specific outcomes.
15. Adapts curriculum to challenge students’ suppositions – Teacher can sometimes alter emphasis of curriculum to search out answers to student hypotheses.
16. Assesses learning in teaching context – Teacher assesses students, both formally and informally, as they are learning and modifies instruction as necessary.
**Objective F**

**EXPECTATION**

Observe and record information about the use of Constructivism in PK-12 classrooms.

**GENERALIZATION**

Teacher preparation programs have a knowledge base that guides the preparation of its pre-service teachers.

**SUGGESTED LEARNING EXPERIENCES**

1. Observe a teacher seeking out and using student questions and ideas to guide lessons.
2. Observe a teacher encouraging students to initiate ideas.
3. Observe a teacher seeking information from students and take action as a result of the learning process.
4. Observe a teacher using the interests of students to drive a lesson.
5. Observe a teacher encouraging students to use alternative sources of information.
6. Observe a teacher encouraging students to test their ideas, predicting and speculating on outcomes.

**Objective G**

**EXPECTATION**

Discuss and record the organizational structure of the district, particularly as it relates to educational decision-making with your cooperating teacher and a building administrator. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

**GENERALIZATION**

Teacher/learner activities and experiences occur within an educational organization with lines of responsibility and authority established by law, regulation or policy.

**SUGGESTED LEARNING EXPERIENCES**

1. Review, with teacher and principal, areas of their responsibility and authority for decision-making.
2. Know the lines of responsibility in the local school district.
**Objective H**

**EXPECTATION**

Discuss community resources and services available to the classroom teacher with your cooperating teacher and a building administrator and record the information below. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

**GENERALIZATION**

A wide range of community services supports the classroom teacher and the instructional program.

**SUGGESTED LEARNING EXPERIENCES**

Discuss the following items with the cooperating teacher.

1. Discuss the various support services available to the classroom teacher.
2. Review the special services that will probably be used throughout the school year.
3. Review the role of parents in educating children.

**Objective I**

**EXPECTATION**

Identify and record aspects of the school’s curricular and extra-curricular programs that relate to the community served by the school. Discuss this with your cooperating teacher and a building administrator. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

**GENERALIZATION**

Traditionally, American public education has been community oriented.

**SUGGESTED LEARNING EXPERIENCES**

(The following should be implemented only as time permits, e.g., in those cases where the students are in the district before classes start.)

1. Tour the school attendance area and write a description based on your observations, determine the occupational character of the community, types of industry or commerce present, and socio-economic level of the people. Describe your observations in writing.
2. List the aspects of the school's curricular and extra-curricular programs that are in direct cooperation with the community.
3. Describe the level of visibility of parents in the school building.
4. Describe parent activities in the school.
Objective J

EXPECTATION

Note experiences through observation and interaction in a PK-12 setting, including curriculum materials.

GENERALIZATION

The characteristics and interests of pre-service students vary.

SUGGESTED LEARNING EXPERIENCES

1. Observe a variety of levels (primary, elementary, middle, secondary) in the PK-12 educational system.

2. Review curriculum materials in one subject area and grade level.

3. Observe a minimum of two classrooms with students from different ethnic backgrounds.
**Directions for Completing the Pre-Autumn Log:**
1. Place the date of the experience/observation in the appropriate space. Use an arrow to indicate the experience is on-going:
2. Comments about each area may be written on the blank lines provided below each item, as well as at the bottom of each section. Interns may also add reflections on additional pages to be submitted at the end of the experience.

Example:

<table>
<thead>
<tr>
<th>Experienced</th>
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<th>Opportunity</th>
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1. Informal discussion
   Chatted with students before class and during recess about their vacation and school topics.
   Observed teachers assisting students with a variety of questions.

**Objective A**

Assist in preparing for the beginning of a new instructional year, including the first day of pupil attendance.

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<th>Experienced</th>
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1. Informal discussion

2. Classroom readiness

3. Teaching materials

4. Records, procedures, policies

5. Tour of physical facilities

6. First day planning

7. Bulletin board

8. Pupils/parents welcome

9. Directing students to rooms

10. Adherence to first day plan
**Objective B**

Participate in selective instructional and student-related activities within the assigned school and attend professional meetings.

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<th>Experienced</th>
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<tbody>
<tr>
<td>1. List attendance at meetings</td>
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<td>2. Review policy manual</td>
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<td>3. Classroom management</td>
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<td>4. Reading/Explaining assignments</td>
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<td>5. Correcting papers</td>
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<td>6. Working with instructional materials</td>
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<td>7. Use of equipment</td>
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<td>8. Develop lesson plans</td>
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<td>9. Aid in supervision</td>
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Objective C

Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents. How are parents involved in the learning of their children?

1. Observe various relationships. (Describe below.)

2. Observe educator behaviors/ethics. (Describe below.)
Objective D

Observe and note various classroom management procedures demonstrated by classroom teachers.

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<th>Experienced It</th>
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<tbody>
<tr>
<td>1.</td>
<td>System for pupil records</td>
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<td>2.</td>
<td>Maintenance, daily lesson plan book</td>
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<td>3.</td>
<td>Grouping students</td>
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<td>4.</td>
<td>Establishing rapport with parents</td>
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<td>5.</td>
<td>Room policies</td>
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<td>6.</td>
<td>Establishing rapport with students</td>
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<td>7.</td>
<td>Housekeeping duties</td>
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<td>8.</td>
<td>Incorporation of outside resources</td>
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<td>9.</td>
<td>Individual/Class directions</td>
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<td>10.</td>
<td>Audio-visual materials</td>
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<td>11.</td>
<td>Evaluation of student performance</td>
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</table>
### Objective D (continued)

<table>
<thead>
<tr>
<th>12. Classroom control/Discipline</th>
<th>Effective Strategy</th>
<th>Ineffective Strategy</th>
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</thead>
<tbody>
<tr>
<td>Identify the methods used by the teacher to keep students learning:</td>
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<thead>
<tr>
<th>Consequences for Infractions</th>
<th>Effective Strategy</th>
<th>Ineffective Strategy</th>
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<tbody>
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**Objective E**

Observe and describe the different teaching methods demonstrated by classroom teachers. Pay special attention to constructivist practices. Constructivism is CWU’s conceptual framework. Document your observations below. If you had **Opportunity For Neither** fill in comment lines with an appropriate explanation.

(See front of Workbook for detailed discussion of Constructivism and teaching methods.)

<table>
<thead>
<tr>
<th></th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
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<tbody>
<tr>
<td>1.</td>
<td>Direct instruction</td>
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<td>2.</td>
<td>Demonstration</td>
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<td>3.</td>
<td>Discussion</td>
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<td>4.</td>
<td>Inquiry</td>
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<td>5.</td>
<td>Laboratory methods</td>
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<td>6.</td>
<td>Questioning techniques</td>
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<td>7.</td>
<td>Classroom games &amp; simulations</td>
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<td>8.</td>
<td>Contract teaching</td>
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<td>9.</td>
<td>Individualized instruction</td>
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<td>10.</td>
<td>Cooperative learning</td>
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<tr>
<td>Objective E (continued)</td>
<td>Experienced It</td>
<td>Observed It</td>
<td>Opportunity For Neither</td>
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<tr>
<td>11. Culturally responsive teaching</td>
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<tr>
<td>12. Constructivist teaching: Poses problems of emerging relevance</td>
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<td>13. Constructivist teaching: Lesson planned around concepts/big ideas</td>
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<td>14. Constructivist teaching: Seeks and values students’ views</td>
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<td>15. Constructivist teaching: Adapts curriculum to challenge student suppositions</td>
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<tr>
<td>16. Constructivist teaching: Assesses learning in the context of teaching</td>
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</table>
**Objective F**

Observe and record information about the use of Constructivism in the PK-12 classrooms. (See front of Workbook for detailed discussion of Constructivism and teaching methods.)

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1. Students’ questions and ideas are honored</td>
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<td>2. Students initiate ideas</td>
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<td>3. Information sought from students</td>
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<td>4. Interest of students drives lesson</td>
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<tr>
<td>5. Students use alternative sources of information</td>
<td></td>
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<tr>
<td>6. Students test ideas, predict, and speculate outcomes</td>
<td></td>
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</tbody>
</table>
Objective G

Discuss and record the organizational structure of the district, particularly as it relates to educational decision-making with your cooperating teacher and a building administrator. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Review responsibility and authority from district level to building level.

2. Describe lines of responsibility of the school district.
Objective H

Discuss community resources and services available to the classroom teacher with your cooperating teacher and a building administrator and record the information below. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Discuss the various support services available to the classroom teacher.

2. Review the special services that will probably be used throughout the school year.

3. Review the role of parents in educating children.
Objective I

Identify and record aspects of the school’s curricular and extra-curricular programs that relate to the community served by the school. Discuss this with your cooperating teacher and a building administrator. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Obtain a map of the school attendance area. Tour the attendance area and describe the demographics of the community with regard to socio-economic status, ethnicity, cultures represented, and so on.

2. List curricular and extracurricular programs in school/community.

3. Describe parent activities in the school.
Objective J

Note experience by observation and interaction in a PK-12 setting, including curriculum materials.

1. Observe a variety of grade levels. Note the date of each observation. List and briefly describe each class.

2. Review curriculum materials in one subject area. Note the date of your review. Describe subject and your impressions of the materials.

3. Observe at least two classrooms with ethnic diversity. Note the date of each observation. List and briefly describe each.
CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate: ________________________________ Date: ________________________________
Cooperating Teacher: ____________________________ School/District: __________________________
Grade: _________________________________ Supervisor: ________________________________

Lesson Title: _________________________________________________________________________

1. Classroom rules, procedures and routines that affect the lesson:
   __________________________________________________________________________________
   __________________________________________________________________________________

2. Physical arrangement and grouping patterns that affect the lesson:
   __________________________________________________________________________________
   __________________________________________________________________________________

3. Total number of students: _______ Females: _______ Males: _______ Age range: __________

4. Describe the range of abilities in the classroom:
   __________________________________________________________________________________

5. Describe the range of socio-economic backgrounds of the students:
   __________________________________________________________________________________

6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive:
   __________________________________________________________________________________

7. How many students are limited English proficient (LEP)?
   __________________________________________________________________________________

8. Describe the range of native languages and what, if any, modifications are made for LEP students:
   __________________________________________________________________________________

9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

<table>
<thead>
<tr>
<th>Special Education Category</th>
<th>Number of Students</th>
<th>Accommodations/Pertinent IEP Objectives</th>
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</thead>
<tbody>
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</table>

10. How will you address the needs of gifted, and diverse learners? How will you accommodate resource students based on differentiated instruction?
   __________________________________________________________________________________
   __________________________________________________________________________________

11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)?
   __________________________________________________________________________________
   __________________________________________________________________________________
COMMENT on the personal value of EDCS 300 Pre-Autumn Experience. Each objective should be summarized in general terms, not itemizing your list of experiences, rather, explaining what you learned from the overall essence of the objective.

This document should be completed through accessing the CWU website at http://www.cwu.edu/~education/fieldexp/students/pa.html and typing the entire document. Please add additional pages as necessary.
COOPERATING TEACHER COMMENTS

Please comment on attendance, punctuality, assumption of classroom responsibilities, rapport with students and staff, preparedness, helpfulness, attitude, professional appearance, spoken and written English and any additional comments you may have.

This page may be accessed at http://www.cwu.edu/~education/fieldexp/students/pa.html or be reproduced on the computer as long as the signature and date lines are included and signed. Please make two copies for the Pre-Autumn intern.

Cooperating Teacher Signature  Student Signature  University Supervisor Signature

Date  Date  Date