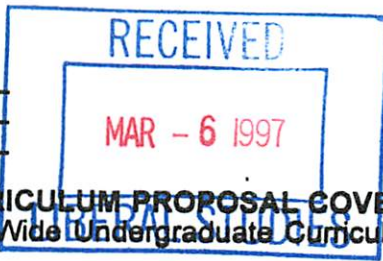


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



97-17  
~~96-67~~  
UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: App. 4-21-98

*Senate app. 5/5/98*

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Gail J. Gerlach Phone x2400  
Department Professional Studies in Education

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** \_\_\_\_\_ Suggested 20 character title  
 **New Course \*** 389 ED 489 Field Experience Intervention  
Course Number and Full Title  
 **Course Revision** \_\_\_\_\_  
Course Number and Full Title  
 **Liberal Studies Approval +** \_\_\_\_\_  
for new or existing course Course Number and Full Title  
 **Course Deletion** \_\_\_\_\_  
Course Number and Full Title  
 **Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title  
 **Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track  
 **New Program \*** \_\_\_\_\_  
Program Name  
 **Program Revision \*** \_\_\_\_\_  
Program Name  
 **Program Deletion \*** \_\_\_\_\_  
Program Name  
 **Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

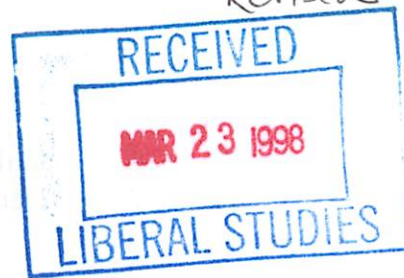
*Bernadette Cole Haughey*  
Department Curriculum Committee  
*Julian B...*  
College Curriculum Committee

*Edwina D. Bold*  
Department Chair  
*Julian B...*  
College Dean

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

97-17

Revised



**Part II Description of Curricular Change**

**1. Course Syllabus**

**ED 389 Field Experience Intervention**

**I. Catalog Description**

ED 389 Field Experience Intervention

3c-01-3sh

Prerequisite: Permission of department and instructor;

Elementary Education or Early Childhood Education major

This course is designed to assist the student in achieving the competencies within the major necessary for performance in student teaching. Teaching skills will be developed through one-on-one tutoring and a field experience. Each student will work in collaboration with the instructor to develop a personal learning contract that provides a means for demonstrating those competencies identified by the instructor and student. Students are expected to show commitment to self development and teaching. This course is offered pass/fail.

**II. Course Objectives**

The student will demonstrate competence in teaching.

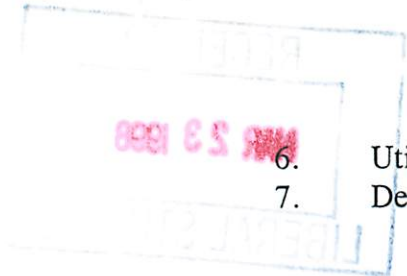
For each student, major competencies which have not been achieved will be identified and a course of study will be developed to accommodate the student's knowledge and skill development.

**III. Course Outline**

- A. Development of an intervention plan based on unmet major competencies. (3 hours)  
The following are the program competencies.

**Elementary Education**

1. Plan instruction appropriate to the discipline.
2. Implement the planned lesson.
3. Adapt instruction, as evident in the planning and implementation of the lesson.
4. Establish positive rapport with and among students.
5. Empower students.



6. Utilize effective communication strategies.
7. Demonstrate professionalism.

#### Early Childhood Education

1. Questioning techniques
2. Knowledge of subject matter
3. Enthusiasm/motivation/passion for teaching
4. Classroom management
5. Planning
6. Communication skills
7. Sensitivity to student needs.

- B. Implementation of the personal plan based on the unmet major competencies (19 hr.)

#### Elementary Education

Based on the student's needs, the personal plan could include:

1. Plan instruction appropriate to the discipline.  
(focusing on long range planning around appropriate outcomes; building a knowledge base; relating concepts to prior knowledge; providing applications to the real world; planning for a variety of instructional strategies and ongoing assessments)
2. Implement the planned lesson.  
(presenting a developmentally appropriate lesson in a logical and sequential manner; utilizing appropriate timing and pacing; soliciting on task behavior; providing transitions between learning experiences; using complementary materials skillfully; assessing student learning)
3. Adapt instruction, as evident in the planning and implementation of the lesson.  
(accommodating diverse needs and cultures; monitoring student learning and adapting instruction accordingly)
4. Establish positive rapport with and among students.  
(respecting students; communicating high positive expectations; using appropriate management strategies; listening and responding effectively; creating a community of learning)
5. Empower students.  
(providing opportunities for students to be actively engaged in learning)

through creative thinking, decision-making, questioning, and reflection)

6. **Utilize effective communication strategies.**  
(communicating a passion for teaching; stimulating student-centered discussion that enhances learning; using school-appropriate language; using verbal and non-verbal techniques effectively)
7. **Demonstrate professionalism.**  
(working collaboratively in the school setting; dressing appropriately; adhering to the departmental code of ethics; reflecting on classroom experiences; continuing professional growth and development; adhering to school policies)

### Early Childhood Education

Based on the student's needs, the personal plan could include:

1. **Questioning techniques**  
(questioning beyond the single rote answer responses; promoting creative and critical thinking)
2. **Knowledge of subject matter**  
(integrating across content areas using a variety of strategies and human and technological resources)
3. **Enthusiasm/motivation/passion for teaching**  
(being animated, enthusiastic, motivated)
4. **Classroom management**  
(utilizing appropriate strategies to lead students to self-discipline; modifying instruction when problems develop)
5. **Planning**  
(selecting goals and activities for plans that are age- and developmentally appropriate; planning activities that promote student learning--pre-kindergarten, kindergarten, primary)
6. **Communication skills**  
(demonstrating the ability to speak and write using school-appropriate language)
7. **Sensitivity to student needs.**  
(providing a safe, supportive and healthy environment; enhancing student self-perception)

**C. Participation in a Field Experience (20 hours)**

As soon as the student demonstrates readiness and competence to participate in a field experience, he/she will be placed with a competent cooperating teacher who is willing to support an at-risk, pre-student teacher. The course instructor will observe and critique his/her teaching.

**IV. Evaluation Methods**

The final grade for the course will be determined as follows:

**50% Portfolio.** A comprehensive portfolio showcasing accomplishment of program competencies. The portfolio could include:

- lesson and unit plans
- professional readings
- philosophy of teaching
- observation reports
- evaluation of teaching

**50% Performance in the field experience based on competencies of the major.**

**Grade Computation**

The grade will be determined by quality of the portfolio and performance during the field experience. A numerical value will be given to each of the components. Points will be totaled and converted to a percentage. The final grade will be determined as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
0-59%	=	F

**V. Required Textbooks**

Students may be required to purchase several textbooks or reference books as needed for professional growth and to meet course requirements. Each student must have copies of departmental field experience handbooks. Textbooks from past courses, current educational journals and other materials may also be used.

## VI. Special Resource Requirements

No special resources are needed.

## VII. Bibliography

Borich, G. D. (1990). Observation skills for effective teaching. Columbus, OH: Merrill.

Borich, G. D. (1996). Effective teaching methods (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Byham, W. (1992). Zapp! in education. New York: Fawcett Columbine.

Chiarelott, L., Davidman, L., & Ryan, K. (1994). Lenses on teaching (2nd ed.). Fort Worth, TX: Harcourt Brace.

Covey, S. (1989). The 7 habits of highly effective people. New York: Simon & Schuster.

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Eby, J. W. (1997). Reflective planning, teaching, and evaluation for the elementary school (2nd ed.). New York: Macmillan.

Epstein, S. (1993). You're smarter than you think. New York: Simon & Schuster.

Good, T. L., & Brophy, J. E. (1996). Looking in Classrooms (7th ed.). New York: Harper & Row.

Gordon, T. (1974). T.E.T. Teacher effectiveness training. New York: Wyden.

Harmin, M. (1994). Inspiring active learning: A handbook for teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Perrone, V. (1991). Expanding student assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Zehm, S. J., & Kottler, J. A. (1993). On being a teacher. Thousand Oaks, CA: Corwin Press.

Articles from contemporary professional journals, such as the Phi Delta Kappan and Educational Leadership.

## **2. Course Analysis Questionnaire**

### **Section A: Details of the Course**

**A1** This course is a supplemental course designed for those students who need intervention. Occasionally, a student enrolled in the junior field experience does not exhibit the competencies necessary to progress to student teaching, or a student teacher does not demonstrate readiness during the first month of student teaching and must be pulled from his/her placement. In the latter situation, the student teacher would withdraw from student teaching and the Associate Dean would assist him/her to add the intervention course.

Some students experience multiple problems during the field experience. Some of the problems are inability to complete assignments on time, lack of competence in preparing lesson and unit plans, poor classroom management skills, and poor professional protocol (unable to function within the cultural of the school).

This course is designed to assist the student in improving the skills and knowledge based on the competencies of the major necessary for performance in student teaching. This course is designed to accommodate elementary and early childhood education majors.

**A2** This course does not require changes in the content of existing courses or requirements for a program.

**A3** This course has been offered at IUP on a trial basis as ED 481. The course offered is that described in the syllabus in this proposal. No more than five students have ever been in the course in any given semester; generally, one to three students, if any, need the support of this course. See Section D for additional information.

**A4** This course is not to be a dual-level course.

**A5** This course will not be offered for variable credit.

**A6** Up until the 1997-98 academic year, no other higher institutions have offered this course. Clarion University developed a course like this one based on our model.

**A7** The content or skills of the proposed course are not recommended or required by a professional society, accrediting authority, law or other external agency.

### **Section B: Interdisciplinary Implications**

**B1** This course will be taught by one instructor who is experienced with at-risk students and willing to work with them to develop skills.



- B2 There is no relationship between the content of this course and the content of courses offered by other departments.
- B3 Seats in this course will not be made available to students in the School of Continuing Education, since this course is designed for upper level majors only.

Section C: Implementation

- C1 Faculty resources are adequate to offer this course. No more than one section will be needed in a given semester; in some semesters, no section of the proposed course may be needed. If a student teacher is pulled from student teaching during the first few weeks and the intervention course is not being offered that semester, the intervention course will be offered by an instructor who is supportive of and knowledgeable about at-risk students and is willing to assume the responsibility. The department can absorb the load without reducing the number of courses being offered. The chairperson of the department has some flexibility with replacement faculty for off campus teaching and assignment of student teaching supervision.
- C2 Current resources are adequate to teach this course. Since each student meets individually with the instructor and in a school during the field experience, his/her office is adequate space. Audio/visual equipment is available in the department. No laboratory supplies or consumable goods are needed. Library materials are adequate. No travel funds are presently needed as students are placed locally for their field experiences. Local placement will continue to accommodate the schedules of the instructor and students.
- C3 No resources for this course are funded by a grant.
- C4 This course could be offered each semester, based on need.
- C5 Based on past experience, no more than one section of this course would be offered each semester.
- C6 One section can accommodate five students. This planned number is not limited by the availability of resources. The number is based on the personalized nature of the course and the time needed for one instructor to accommodate students.

The model for accommodating five students is based on student teaching supervision. Supervision of five student teachers is equal to a three credit course.

This experience can not be offered as a series of independent studies. An instructor is limited to nine credits of independent study during a given semester. In addition, the College of Education and department discourage use of independent studies due to their expense.

- C7 No professional society recommends enrollment limits or parameters for a course of this

nature.

#### Section D: Miscellaneous

This course is designed to support the student who progresses to the junior level in his/her field experience and does not demonstrate competence to student teach. The 4 Step Process to Teacher Education (College of Education) states that the student cannot be admitted to student teaching without the "Affirmative recommendation by the student's major departmental advisor or program coordinator." If the student cannot student teach, no current program option exists. We see a need to provide support for the student to develop necessary skills. We, also, consider this to be a due process issue; that of giving the student another chance. Experience with the course on a trial basis has shown that some students go on to successfully student teach; others may not be successful in the intervention course or self-select out of education. In the event students are not successful or self-select out of education, Dr. Joyce Garrett, Associate Dean for Academic Affairs, College of Education, works with the student to plan a program of study in an appropriate field that will lead to graduation.

#### **Part III      Letters of Support**

Approvals have been obtained from the following:

Dr. Diane Duntley, Chair, Academic Affairs Committee to verify that a course with an ED prefix can be offered pass/fail.

Dr. Mark Staszkiwicz, Provost, to verify that a course for intervention can have a maximum enrollment of five students.

Memorandum  
Professional Studies in Education

Date: April 13, 1998  
Subject: ED 389 Field Experience Intervention  
Response to Questions  
To: University Wide Undergraduate Curriculum Committee  
From: Gail Gerlach

The following are responses to the recent questions regarding ED 389.

- 1. Has the department realized that a student may pass this course with a 20% in performance according to the evaluation scale outlined in the course syllabus?

*Thank you. This has been adjusted on the syllabus.*

- 2. Can a student take this course twice--once because of being pulled from pre-student teaching and again if pulled from student teaching?

*Yes, however this has never happened and is unlikely that it would happen with the remediation offered in ED 389.*

- 3. Suggestion for the wording on p. 4, C change "at risk pre-student teacher to "at risk student."

*I've made this adjustment.*

- 4. If a student is pulled out of Pre-student Teaching II and placed in ED 389, if he/she passes, does the student go back to ED 342 or does ED 389 fulfill ED 342?

*The field experience, ED 342, occurs during the last month of the semester. Students are in the field all day everyday for four weeks. During this time, students are formally observed twice by the university supervisor and twice by the cooperating teacher. If the student earns a D or F grade, he/she must enroll in ED 389 during the next semester. ED 342 is repeated during that semester so ED 389 and ED 342 are taken concurrently. The intervention instructor supervises the field experience for ED 389 and ED 342.*



C. Participation in a Field Experience (20 hours)

As soon as the student demonstrates readiness and competence to participate in a field experience, he/she will be placed with a competent cooperating teacher who is willing to support an at-risk student. The course instructor will observe and critique his/her teaching.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

50% Portfolio. A comprehensive portfolio showcasing accomplishment of program competencies. The portfolio could include:

- lesson and unit plans
- professional readings
- philosophy of teaching
- observation reports
- evaluation of teaching

50% Performance in the field experience based on competencies of the major.

Grade Computation

The grade will be determined by quality of the portfolio and performance during the field experience. A numerical value will be given to each of the components. Points will be totaled and converted to a percentage. The final grade will be determined as follows:

Pass = 40% - 50% for the Portfolio; 40% - 50% for Performance in the Field Experience (Total 80% - 100%). Both conditions must be met to pass.

Fail = Less than 40% for the Portfolio; less than 40% for Performance in the Field Experience

V. Required Textbooks

Students may be required to purchase several textbooks or reference books as needed for professional growth and to meet course requirements. Each student must have copies of departmental field experience handbooks. Textbooks from past courses, current educational journals and other materials may also be used.

97-17

MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 13-FEB-1998 10:21:35.58  
To: LAURIE  
CC: MMCCARTY *ok*  
Subj: For Ed ~~389~~ file

From: IN%"mjstat@grove.iup.edu" 13-FEB-1998 09:27:31.55  
To: IN%"KUZNESKI@grove.iup.edu"  
CC: IN%"John\_Butzow@grove.iup.edu", IN%"JPARKER@grove.iup.edu", IN%"Gail\_Gerlach@grove.iup.edu", IN%"Edwina\_Vold@grove.iup.edu"  
Subj: My approval for curriculum proposal in PSE

Return-path: <mjstat@grove.iup.edu>  
Received: from build ("port 1054"@admc0322.prov.iup.edu)  
by grove.iup.edu (PMDF V5.1-10 #24436)  
with SMTP id <01ITIYI9Z2448Y5E9R@grove.iup.edu>; Fri, 13 Feb 1998 09:27:25 EST  
Date: Fri, 13 Feb 1998 09:30:08 -0500 (Eastern Standard Time)  
From: Mark Staszkiwicz <mjstat@grove.iup.edu>  
Subject: My approval for curriculum proposal in PSE  
To: KUZNESKI@grove.iup.edu  
Cc: John\_Butzow@grove.iup.edu, JPARKER@grove.iup.edu, Gail\_Gerlach@grove.iup.edu, Edwina\_Vold@grove.iup.edu  
Reply-to: mjstat@grove.iup.edu  
Message-id: <SIMEON.9802130908.0@build.grove.iup.edu>  
MIME-version: 1.0  
X-Mailer: Simeon for Win32 Version 4.1.2 Build (32)  
Content-type: TEXT/PLAIN; CHARSET=US-ASCII  
Priority: NORMAL  
X-Authentication: none

Jody, I am sorry for any confusion. You may know that I had initially denied approval for the curriculum proposal from PSE that dealt with special assistance to students having difficulty with pre student teaching or student teaching. I have since discussed this further with Dean Butzow and am willing to support it now. I am sorry, but I do not have the exact course number with me - I assume one of the others will confirm it with you- but I wanted to let you know that I am willing to support it now. Thanks.

-----  
Mark Staszkiwicz  
Provost and VP for Academic Affairs  
mjstat@grove.iup.edu