February 23, 2009

Dear Kindergarten Teacher:

In preparation for making informed decisions about entering the teaching profession, students majoring in elementary education at William Carey University are required to take EDU 440, Kindergarten Practicum. A requirement of this course includes 25 hours of observation and two brief teaching experiences in a kindergarten classroom.

Preservice teachers need to understand the complexities of the kindergarten teacher's role, the various duties and responsibilities of teaching, and the time and commitment it takes to become a top quality professional.

One of the goals of our preservice program is to introduce our students to the "real world" with this observation/teaching experience in a kindergarten classroom. We want to do this with the least interruption to your daily schedule.

I am requesting that you allow the WCU student presenting this letter to (1) observe in your classroom for the required hours (approximately 23-25 hours); (2) teach a brief lesson using a big book (that will be videoed only for the WCU student and me to view); (3) teach a brief phonemic awareness lesson in a small group or learning center setting; and (4) do a case study on one child. An evaluation form will be provided for you to complete for each of the two teaching experiences, and a verification form will be provided for you to sign each time the student observes/teaches in your class. Since I cannot actually observe my student teaching in your classroom, I depend on you to rate the student in a manner that will inform him/her of strengths and weaknesses. Please feel free to write your constructive criticisms on the evaluation forms.

Thank you for your assistance in this field experience component of our preservice program. If you have any questions, please feel free to contact me at 601.318.6217 or email me at bitsy.miller@wmcarey.edu.

Sincerely,

Bitsy Browne Miller, Ph.D.
Assistant Professor
Education Department
EDU 440 - Kindergarten Practicum
Case Study Guidelines

Name: ___________________________  Date: _______

Ask the kindergarten teacher to help you choose a child who has some type of learning or behavior difficulty.

Your case study narrative should be placed after this sheet in your portfolio. Each section of your narrative should be labeled as listed below and in the order as listed:

Name (first only) and date of birth (the year is very important) (1 point)
Demographics (include information regarding age, sex, family and any additional information the teacher will share with you about this child). Include in this section why you chose this child. (3 points)

Print concepts (3 points)
Left to right sequencing, top, down processing, questioning of print, connection between print and pictures, etc.

Comprehension behaviors (3 points)
Follows oral directions, interprets pictures, links personal experiences with text, sees patterns in text, etc.

Writing behaviors (3 points)
Meaningful scribbles, strings of letters, one or more consonants to represent words, inventive spelling

Fine motor tasks (2 points)
Gross motor tasks (2 points)
Artistic expression (2 points)
Verbal expression (2 points)
Social interactions (2 points)
Self-confidence (2 points)

For each of the areas listed above, document (write) evidence to indicate what you observed.

Total Points Earned ______
Total Points Possible 25

Rev02/09
EDU 440 - Kindergarten Practicum

PHONEMIC AWARENESS WRITTEN LESSON PLAN FORMAT

Name: ___________________________ Date: ____________

Phonemic Awareness Concept: ______________________________

The written lesson plan will be graded by the professor based on accurate content concerning the important elements of phonemic awareness instructional strategies. The written plan should adhere to standard English and correct spelling, and must include:

1. COMPETENCY (NOT BENCHMARK) taken directly from MDE kindergarten curriculum frameworks. (5 points)

2. OBJECTIVE(S) taken directly from MDE - kindergarten curriculum Frameworks and DOK/Bloom's level. (5 points)

3. PROCEDURE: Instructional procedure is clearly stated and includes:
   A) background/information given to the children to ensure they understand the concept of phonemic awareness; B) a "hook" that is relevant to the lesson content; C) information on how you will differentiate instruction to meet the needs of all learners; D) what you will do for lesson closure (wrap-up). (15 points)

4. MATERIALS: Include the book title and/or other literary items you will use to ensure that the children have multiple opportunities to hear and say the sounds involved in this phonemic awareness lesson. Other literary items may include poems, songs, finger plays, riddles, chants, wordplay books, nursery rhymes, etc. If items other than books are used, include the entire text of the poem, song, etc. in the lesson plan. (10 points)

5. ASSESSMENT: Include an example of the rubric you will use to ensure that the children understand (can hear and say) the phonemic awareness concept in this lesson. Keep in mind that as the teacher, you will be looking and listening for the children to make the appropriate sounds for the concept being taught. NOTE: The assessment must be directly correlated with the lesson objectives and you must include a summary of the actual results in the professor's prescribed format (on a separate form). (15 points)

Note: Section 5 will not be completed until after lesson presentation in kindergarten classroom. Your summary assessment must be turned in within three days after your lesson presentation.

Total points earned ______
Total points possible 50

Reminder: The oral presentation of this phonemic awareness lesson will be graded by the supervising classroom kindergarten teacher with the rubric provided by Dr. Miller.
February 23, 2009

TO: EDU 440 Kindergarten Practicum Student
FROM: Dr. Miller

I will be writing thank you notes to all supervising kindergarten teachers; therefore, I need the following information turned in by Wednesday, March 25.

Thanks.

EDU 440 Student: __________________________________________

Supervising Teacher: _______________________________________
(include title [Mr., Miss or Mrs.] and first and last name)

Supervising Teacher's email address: ________________________

School Name: _____________________________________________

School Address: ___________________________________________

Street number and name
__________________________

City, state, zip

School Telephone: _________________________________________

Revised 02/09
April 10, 2009

Teacher's name (Mr., Ms., Or Mrs. __________)  
School  
School address  
City, MS  zip

Dear Mr., Ms., Or Mrs. ______________:

Several weeks ago you agreed to allow ____________________________ (Cindy, please type the EDU 440 student's first and last name) to teach two lessons (evaluated by you), develop a case study on one student and do approximately 25 hours of observation in your kindergarten classroom. Now that we have passed the mid-term of this trimester, I wanted to thank you for your help. It is very important that our preservice teachers have ample opportunity to observe, teach, and interact in real classrooms, and you are helping to make that happen!

If you have any questions or comments I would certainly like to hear from you. I can be reached at 601.318.6217, or you can email me at bitsy.miller@wmcarey.edu.

Again, thanks for helping to make our teacher education program truly valid, with real school experiences.

Sincerely,

Bitsy Browne Miller, Ph.D.  
Assistant Professor
EDU 440 - Kindergarten Practicum  
William Carey University  
Verification of Kindergarten Classroom Observation  
Spring - 2009

Student: ___________________________ Date: ____________

NOTE TO STUDENT: This verification sheet AND your classroom observation summary and reflection information must be turned in for total number of points to be earned. ALL written entries on this form must be in ink. Deadline for observations is listed in the course syllabus.

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Clock Time Spent</th>
<th>Total Time</th>
<th>Signature of Kindergarten Teacher</th>
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Total # of Hours (a minimum of 25 required)

Total Earned Points ________  
Total Possible Points 200

To Kindergarten Teacher: Thank you for allowing this student to observe and teach in your classroom. If you have any questions, please call Dr. Bitsy Browne Miller at 601.318.6217 or email her at bitzy.miller@wmcarey.edu.

Revised 02/09
EDU 440 – Kindergarten Practicum
Big Book Presentation Rubric
(to be completed by the kindergarten teacher)

EDU 440 Student Name: ______________________ Date: ____________
Big Book Title: ________________________________

To kindergarten teacher: As evidenced by the quality of the oral presentation of this Big Book lesson, please indicate (by circling the appropriate number) the degree to which the WCU student adheres to each indicator. Feel free to offer written comments.

The WCU student provides the kindergarten teacher with the big book written lesson plan for approval in ample time PRIOR to presentation to students.

NO (0 points) YES (10 points)

The WCU student is warm, friendly, and appropriately enthusiastic as she/he introduces the big book to the children so that their attention is focused on the story.

2 4 6 8 10

The WCU student uses standard English, speaks clearly and uses good voice projection while presenting the lesson which includes reading the book and teaching a poem, song, finger play, etc. that correlates with the context and mood of the story.

2 4 6 8 10

As part of the big book presentation the WCU student provides appropriate “closure” after reading the book to the children. During this closure section the planned assessment should occur in order for the WCU student to determine if the children understood the lesson objectives.

2 4 6 8 10

The WCU student is dressed appropriately and conducts himself/herself in a professional manner while working with the kindergarten teacher and the children.

2 4 6 8 10

Total Points Earned ______ Total Points Possible 50

Classroom Teacher’s Signature: ______________________ Date: ________
School Name: ________________________________ Phone #: ____________
Comments: ____________________________________________

Please return this completed form to the WCU student (place in the envelope provided and seal it) or mail/fax it to Dr. Bitsy Browne Miller at William Carey University, 498 Tuscan Avenue, Hattiesburg, MS 39401. Fax: 601.318.6185. Thanks.
Revised 08/07
EDU 440 - Kindergarten Practicum
Self Evaluation Questions
Video/CD/DVD of Big Book Lesson

NOTE: This assignment must be typed according to the following format:

1. Your name, name of school, name of supervising teacher, and date should appear on this sheet AND on the label on your video/CD/DVD. (2 points)

Based on your review of this video/CD/DVD:

2. What are your current strengths? (5 points)

3. What are your areas of weakness? (5 points)

4. If you could do this over again, what would you change? (5 points)

5. What did you learn from viewing yourself in this video? (5 points)

Your CD or video, this sheet and your typed responses to the questions should be turned in with your portfolio behind the correct tab. To get full credit for this assignment you must turn in a video/CD/DVD. (3 points)

Total Earned Points ___
Total Possible Points 25

Revised 06/08
EDR 441

DIAGNOSIS
AND
CORRECTION
OF
READING
DISABILITY

30 HOURS
EDR 441 – Diagnosis and Correction of Reading Disability
WRITTEN LESSON PLAN FORMAT

Name: ___________________________ Date: ______________

The written lesson plan will be graded by the professor based on accurate content
and the use of standard English and correct spelling, and must include:

(1) COMPETENCY (NOT BENCHMARK) taken directly from MDE language arts
curriculum frameworks. (5 points)

(2) OBJECTIVE(S) taken directly from MDE – language arts curriculum frameworks
and DOK/Bloom’s level. (5 points)

(3) PROCEDURE: Instructional procedure is clearly stated. (15 points)

(4) MATERIALS: (10 points)

(5) ASSESSMENT: Include an example of the rubric you will use to insure that the child
understands and meets the objectives. NOTE: The assessment should be DIRECTLY
related to your specific objectives and you must include a summary of the actual
results in the professor’s prescribed format (on a separate form). (15 points)

Total Earned Points _____
Total Possible Points 50
William Carey University  
EDU 441 – Diagnosis and Correction of Reading Disability  
Evaluation of Reading Lesson Taught

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date/Time of Lesson</th>
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<tbody>
<tr>
<td>Mentor Teacher/Grade</td>
<td>Concept/Topic Taught</td>
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</tbody>
</table>

Please write the appropriate score next to the statement using the rating below:
1 = did not demonstrate or was not appropriate  
2 = demonstrated poorly  
3 = average, okay  
4 = better than most, very good  
5 = excellent, exemplary

<table>
<thead>
<tr>
<th>Pre-service teacher has materials and equipment ready.</th>
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<tbody>
<tr>
<td>Pre-service teacher provides an opening “grabber” for the lesson to get the students’ attention.</td>
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<tr>
<td>Pre-service teacher states lesson purpose, importance/relevance of lesson and the importance in real life.</td>
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<td>Pre-service teacher provides clear, concise and accurate information.</td>
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<td>Pre-service teacher clarifies expectations through models, rubrics, and/or examples.</td>
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<tr>
<td>Pre-service teacher checks for understanding, monitors individual/group learning, re-teaches when necessary and provides relevant independent and individual practice.</td>
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<td>Pre-service teacher gives clear verbal/written directions which are easily understood.</td>
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<td>Pre-service teacher provides opportunity for critical thinking and/or problem solving.</td>
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<td>Pre-service teacher provides appropriate closure to lesson.</td>
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<td>Pre-service teacher uses instructional time efficiently, keeps students on task and uses effective transitions within the lesson and group changes.</td>
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<td>Pre-service teacher creates positive climate through acceptance, appropriate wait time, effective pacing and encouragement of creativity and risk taking.</td>
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<td>Pre-service teacher uses acceptable oral/written grammar and has clear and distinct pronunciation.</td>
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<tr>
<td>Pre-service teacher demonstrates differentiated instruction by offering at least two different types of activities for depth of knowledge and multiple intelligences (not the same as modifying curriculum for special needs)</td>
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<tr>
<td>Pre-service teacher uses formative assessments during the lesson – observing, asking questions, etc.</td>
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<tr>
<td>Pre-service teacher shows equity in instruction through evenly asking questions to a variety of students – race, gender, ethnicity….</td>
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<tr>
<td>Pre-service teacher expects students to communicate their knowledge of the content through discussion, journaling, or orally answering questions.</td>
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<tr>
<td>Pre-service teacher uses a rubric for assessment (may not be for all students)</td>
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<td>Pre-service teacher uses technology during the lesson.</td>
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<td>Pre-service teacher uses effective discipline strategies.</td>
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<td>Pre-service teacher submits well-organized lesson plan to mentor teacher.</td>
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Total Points (max. = 100)

__________________________  
Teacher’s Signature

__________________________  
Date
EDR 441 Diagnosis and Correction of Reading Disability  
William Carey University  
Verification of Classroom Observation

Student: ___________________________  Date: ______________

NOTE TO STUDENT: This verification sheet AND your classroom observation summary and reflection information must be turned in for total number of points to be earned. ALL written entries on this form must be in ink. Deadline for observations is listed in the course syllabus.

<table>
<thead>
<tr>
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<th>Clock Time Spent</th>
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EDU 450

TESTS, MEASUREMENTS AND EVALUATIONS

5 HOURS
Winter 2008  
EDU 450

Dear Fellow Educator:

Please complete the following questions. Several options are provided for your comfort and convenience.

1. You may put this evaluation in the envelope provided and seal it, and then give it to the student to give to me or
2. mail it directly to me in the addressed and stamped envelope provided or
3. answer these questions via email and send to jeannie.lockley@wmcarey.edu

Questions and/or comments:

<table>
<thead>
<tr>
<th>Preservice Student’s Name:</th>
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<tbody>
<tr>
<td>1. How much time did the pre-service student spend observing? (in hours - rounded to the nearest quarter)</td>
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<tr>
<td>2. Was the student able to observe any assessment taking place in the classroom?</td>
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<td>3. If yes to question 2, what type of assessment(s)? If no, please skip this question.</td>
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<td>4. Please provide any comments you would like to make.</td>
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<th>Teacher's Name (Printed)</th>
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<tr>
<td>Teacher's Email Address</td>
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<td>School</td>
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<td>Grade</td>
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<td>Teacher’s Signature</td>
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It is my intention that this process be comfortable and convenient for you. If you have any questions, please feel free to contact me at the information listed below or via email listed above. Your input is important and very much appreciated. Phone: 601-318-6611  
Address: WCU, Box 3, 498 Tuscan Ave., Hattiesburg, MS 39401.
Dear Fellow Educator:

Please complete the following questions. Several options are provided for your comfort and convenience.

4. You may put this evaluation in the envelope provided and seal it, and then give it to the student to give to me or
5. mail it directly to me in the addressed and stamped envelope provided or
6. answer these questions via email and send to jeannie.lockley@wmcarey.edu

Questions and/or comments:

<table>
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<tr>
<th>Preservice Student’s Name:</th>
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<td>5. How much time did the pre-service student spend observing &amp; asking questions concerning TST? (in hours - rounded to the nearest quarter)</td>
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<td>6. Do you believe the observation of the TST process was beneficial to ______________________? Please explain.</td>
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7. Please provide any comments you would like to make.

---

Teacher's Name (Printed)
Teacher's Email Address
School
Grade
Teacher's Signature

It is my intention that this process be comfortable and convenient for you. If you have any questions, please feel free to contact me at the information listed below or via email listed above. Your input is important and very much appreciated.

Phone: 601-318-6611, Mail: WCU, Box 3, 498 Tuscan Ave., Hattiesburg, MS 39401
CONFIDENTIALITY POLICY

In the course and scope of pre-service teacher observation, one may become aware of sensitive issues pertaining to students, parents, employees and other people within the educational setting. It is the policy that these sensitive issues SHALL NOT BE SHARED OR REVEALED to students, parents, employees or any other person or party outside those necessary in the execution and performance of his or her responsibilities. It is imperative that all matters related to the School District, its students, parents, employees or others involved be kept confidential. No information concerning students, parents, employees, or other people involved in the educational setting shall be discussed with students, employees, family members, or the general public. The primary purpose of the Teacher Support Team observation is to learn about the process. It is imperative that pre-service teachers have field experience in such important educational processes such as the Teacher Support Team meetings.

By signing this form, the pre-service teacher is agreeing to the following:

"I understand that my observation of the Teacher Support Team process means I will be made aware of sensitive issues that pertain to students, parents, employees and possibly other people involved in the school system. It is imperative that these issues remain in a state of confidentiality NOT to be discussed with student, parents, employees, family members or the general public. A breach of this agreement will result in disciplinary action from the Professional Standards Committee (as per Principle #9 in the Professional Standard Document) of the William Carey University Education Department."

The pre-service teacher is asked to sign this confidentiality sheet, obtain a signature from the School District and provide the WCU instructor with a copy. A representative of the School District is asked to sign the form and make a copy to keep for their school records.

Pre-Service Student’s Signature ______________________________ Date ________________

School District Representative’s Signature ______________________________ Date ________________
EDR 474

READING IN THE MIDDLE AND SECONDARY SCHOOL

4 HOURS
WILLIAM CAREY UNIVERSITY

DATE: Fall, 2009
TO: Participating Teachers
FROM: June Hornsby, Professor (601-318-6140)
RE: Education Student Evaluation

EDU474: READING IN THE MIDDLE & SECONDARY SCHOOL

Thank you for allowing our students to visit your classroom. Each student is required to attend a language arts class (grades 4-8) for a total of 4 hours. They should first observe/assist and then teach two times. The best experience would be for the student to teach a small group first and then the whole class.

Would you please fill out the evaluation form below for my records? Thank you so very much for assisting William Carey University in training our teachers for the 21st century!

Feel free to contact me about any problems: june.hornsby@wmcarey.edu.

STUDENT: ____________________________

SCHOOL ____________________________ Grade ______

1. Did the student observe/assist for 4 hours of class?     Yes    No
2. Did the student show you two teaching plans?               _______ _______
3. Did the student teach at least twice?                       _______ _______
4. Did the student teach effectively?                          _______ _______
5. Did this student seem to be a caring teacher?                _______ _______

Any additional comments:

Teacher: ____________________________ e-mail _______________________

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<th>Dates</th>
<th>Time</th>
<th>Teacher's initial</th>
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