

Handbook

For

EDUC 200 Phase I
Teaching & Professional
Assessment Lab

By

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To be used by All Students registered for EDUC 200

EDUCATION 200 PHASE I

Teaching & Professional Assessment Lab

Purpose

The Teaching Lab course is placed within Phase I of the education program in order to provide students with the needed skills that can ensure their success during their Phase II placement. While knowledge of subject matter and methodology is necessary for effective teaching, communication skills are essential in relating that information. These include the following areas: verbal communication, nonverbal communication, and organization of thought needed to communicate the lesson's concepts. In addition, the act of teaching a lesson requires the ability to comfortably speak to a group of people while thinking ahead to the outline and organization of the lesson. Throughout the teaching of a lesson keen observation skills are needed in order to reinforce the learner's knowledge or note the lack of the learner's understanding. Finally, after the teaching act is completed self-reflection skills are essential for providing insight for change or improvement. Therefore, the purpose of this course is to provide students with the opportunity to improve and practice those skills required to effectively teach.

Objectives

The Education 200 Teaching Lab provides the opportunity for students:

- a) To learn the necessary communication skills essential for teaching.
- b) To practice these skills before an audience composed of their peers.
- c) To learn about possible problems inherent in their speech patterns, volume, etc. that may be a distractions.
- d) To improve noncommunication skills that promote a learners understanding.
- e) To improve and practice those critical thinking skills inherent to the teaching process.
- f) To improve and practice self-reflection skills that will promote an

- improvement in the teaching act.
- g) To learn how to create structured, well-defined lesson plans.

Major Guidelines for All Teaching Laboratory Students

Attendance Policy

1. Lab assignments are created in an attempt to align with students' individual schedules. Lab groups consist of the optimum number of students considered necessary in order to heighten the lab experience for each student. Lab groups that have more than 8 members or less than 5 tend to be less effective in meeting the objectives of the teaching lab program. Failure to attend your lab as assigned is an imposition upon the other students in your group as well as the lab staff.
2. Illness or death in the family is the only acceptable excuse for missing a class. A note from the Health Clinic or a prescription is required if a student is absent due to illness. **Students, who miss an assigned lab without notifying the Lab Coordinator, Dr. Schweiker-Marra, will be dropped from the course.**
3. The week prior to exam week is generally set aside for make-up classes. These classes are used to make-up missed classes due to inclement weather or for students who missed due to illness or death in the family. Missing a class due to oversleeping or other incidental reasons is not acceptable and the student will be referred to Dr. Schweiker-Marra.
4. Students may not enter the lab late or leave early since this interrupts the videotaping of other student's teaching. If you are unable to attend a lab as scheduled, then the course should be dropped and taken during a semester when you have adequate time to devote to the course.

Grading Criteria

This is a pass/fail course. Every effort will be made to assist the students in performing at a passing level. Ratings of "acceptable or target"

in most areas are to be considered passing. An area rated with a “unacceptable indicates a problem. A student who receives “acceptable” in less than 70% of the areas in their first and second lesson, is considered to have failed that lesson. Students, who receives “acceptable” in less than 80% of the areas in their third lesson or 90% in their fourth lesson, is considered to have failed. Since teaching a lesson before an audience is generally a new experience for most students, the lab teacher will take that into consideration on the first lesson.

A student who receives low ratings [mostly “unacceptable’s”] on the first lesson needs to make an appointment outside of class time prior to the performance of his/her second lesson. At that time the lab teacher will work with the student to improve his/her ratings on the second lesson.

If a student receives low ratings on his/her second lesson, a midterm warning will be given and it is required that the student meet first with the lab coordinator to discuss the difficulty and then with the lab teacher in order to prepare for the third lesson. In addition, the student will be required to perform a fifth lesson to offset the failing performances of the first two lessons. The lab instructor and lab coordinator will determine the date of the fifth lesson. Every effort will be made to accommodate the student’s schedule. Upon completing the last three lessons with successful scores the student will be considered passing.

Any student, who remains at the unacceptable level at the percentages specified earlier for lessons one, two, and three will have failed the course and will be advised to withdraw from class. Students failing to perform four lessons or have not reached a 90% “acceptance” level on the fourth lesson will have failed the course. Failure to pass this course will prevent the student from applying for Phase II of the education program. A rubric has been provided for each area of the teacher evaluation form on page 15 and 16 of this handbook.

Lesson Plans

Lesson plans are the core component of the teaching profession. Being able to create well-organized, correctly made lesson plans results in “effective” teaching. Consequently, a great deal of time is spent on how to write lesson plans. To assist you in this, Gronlund’s book, How to Write and Use Instructional Objectives, is a required text for this course. In addition, this manual contains Bloom’s Taxonomy and outlines for writing lesson plans. Elementary, early childhood, middle, and high school majors must utilize the lesson plan outline included with the manual. Physical

education students are to follow the T.O.P.E. lesson plan format as described within this manual. While secondary students frequently feel the lesson plan format is too immature for the older students, this is a myth fueled by the pre-service teacher's experience of the lecture format. National standards in all major areas for secondary teaching stresses the non-lecture format that utilizes integration with other subject areas and use of grouping and varied teaching methods.

Standards. Part of the lesson plan outline is the listing of the lesson's standards. These will vary by major. Students in art, music, and physical education should consult with their individual departments for a copy of their standards. Be sure to match the standards to the appropriate grade level and concept being taught. Students majoring in ECE, Elementary, and Middle school should select the appropriate standard in regard to grade level and core subject area. Standards will be available when needed through the Lab instructor. The lab coordinator, Dr. Schweiker-Marra, has conferred with the heads of all three departments in regard to lesson plan format and use of standards.

While the lab instructors will spend several class periods covering the "how-to" of lesson plans, information on the method of preparation for lesson plans is included.

1. All lesson plans must be correctly written [following the outline provided] and neatly typed or they will not be accepted. Students, who have met with their lab instructors to make changes on their lesson plans, must retype their lesson plan with these changes added before submitting them to the lab instructors.
2. Lesson plans must be turned in to the lab instructor at **the beginning** of each lab. Do not come to the lab without **a carefully prepared, typed** lesson plan for you will not be allowed to teach your lesson.
3. All students should follow the lesson plan format contained within this manual according to their major. Since the physical education T.O.P.E. lessons are longer, the student may select to cover only the major parts of the lesson or choose to have a 15-minute lesson for labs 1, 2, and 3.
4. If you need help preparing a lesson, the lab instructors are located in

Room 111 Frampton Hall, and are willing to assist you. As lab coordinator, Dr. Schweiker-Marra is also available during her office hours to help any student with their lesson plans.

5. The lab instructors must have copies of all written materials you plan to use with your students during the teaching lesson. This includes worksheets, overheads and charts. The larger materials, such as, charts, can be illustrated on an attached sheet or shown to the lab instructor prior to time of teaching. While the lab instructors allow some leeway in change on the lesson format, large deviations from typed lesson plan are not expected. As a new experience, presenting a coherent well-delivered lesson requires practice. This is necessary not only to complete within the required time frame, but also to ease nervousness and prevent frequent checking of the lesson plans for what should happen next.
6. Direct any questions you have concerning the Teaching Laboratory or your schedule to Dr. Karyn Schweiker-Marra, Room 108, 301-687-4338.

In addition to the directions already stipulated, it is important that you are aware of time during the class period. If your lesson requires a large amount of time to set-up, arraign with the lab instructor prior to the day of teaching to teach first. Then arrive early to arrange or set-up your lesson so that you are prepared to start teaching on time. When a student spends fifteen or twenty minutes getting the materials for the lesson set-up that takes away from teaching or evaluation time. Remember, in the real classroom setting students will not sit quietly in their seats waiting for a length of time while you, the teacher, set-up your lesson.

Course Placement

This course is placed within Phase I of the educational program in order to provide students with the needed skills that can ensure their success during their Phase II placement. Principle six of the INTASC Core Standards states: “The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom”. These skills are developed and assessed through this class. In addition, this course emphasizes Principle 9 which states that, “The teacher is a reflective

practitioner, who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally”. Throughout this course, you will evaluate your own performances and use the evaluations of both your peers and instructor in order to improve your teaching performance. You will be involved with the following FSU Program Outcomes: Dedicated Professional, Instructional Leader, and Reflective Decision-Maker.

Course Outcomes: After completing this course, the students will be able to:

KNOWLEDGE OF:

OUTCOMES	ACTIVITIES/ ASSESSMENT
1. the necessary communications skills both verbal and nonverbal essential for teaching.	Knowledge of lesson plan format and if necessary an additional performance to the required four performances
2. possible problems inherent in their own speech patterns, volume, pronunciation, grammar, that may be a distraction to their teaching.	Performance of lesson plan and if necessary an additional performance to the required four performances
3. instructional objectives inherent to effective lesson planning.	Lesson plans, evaluation form
4. the match between instructional objectives and the evaluation of those objectives.	Knowledge of lesson plan format and if necessary an additional performance to the required four performances

SKILLS THAT WILL:

OUTCOMES	ACTIVITIES/ ASSESSMENT
1. demonstrate appropriate verbal and nonverbal communication.	Performance of lesson plan, evaluation form, peer & self evaluation form
2. demonstrate ability to utilize critical thinking during and after the improvements.	Peer & self evaluation form
3. demonstrate knowledge	Use of PowerPoint within a

of technology and its successful use as a presentation tool.	teaching performance presentation.
4. improve teaching through the practice of self-reflection.	Self-evaluation form

DISPOSITIONS TOWARD:

OUTCOMES	ACTIVITIES/ ASSESSMENT
1. the appreciation of differences among learners.	inclusion of exceptional learner needs within the lesson plan
2. valuing and understanding the importance of verbal and nonverbal communication.	teaching performance and evaluation form
3. the appreciation of professional conduct.	Using proper dress and decorum during performance of lesson, evaluation form