Print Form

Hendrix College Department of Education

Student Teaching Debriefing Form
Early Childhood

Name _____ Date _____

Cooperating School _____ Grade _____

I. Student Teaching

A. How prepared did you feel you were?

B. If you had it to do over, what do you wish you had known, what did you need, and what didn't you need?

C. Were there weaknesses in your program? What do you feel should be included?

D. What were the strengths in your program?

E. What were your strongest competencies in student teaching? What did the program include that were especially helpful?

F. Suggestions for future planning of student teacher experiences.

G. Observations

1. Were our observations of your teaching useful? How could we have changed our student teaching observations to have made them more meaningful to you?

2. What strengths did these observations have?

3. Please give suggestions for improvement along with positive comments.

H. Evaluate the following components/workshops as to their strengths and weaknesses in relation to your student teaching.

1. P.E.T.

2. Classroom Management

3. Multicultural Education

I. Cooperating Teacher(s)

1. Would you recommend using your cooperating teacher(s) with other students in the education program?

2. What strengths and weaknesses did your cooperating teacher have?

II. Education Courses

A. List the courses you have taken for teacher licensure with comments regarding the strengths and weaknesses, requirements, grading, and other aspects of the courses.

B. Evaluate the courses in education that you listed from above in item A:

1. Which of the courses benefited you the most and why?

2. Which of these courses were of the least benefit and why?

3. What suggestions do you have for future classes to be offered?

C. Requirements for the Courses

1. Which courses were the most beneficial?

2. Which courses were the least beneficial?

3. What requirements would you change?

4. What requirements would you like to see added?

Dr. Perry would like for Early Childhood (EC) students to complete this questionnaire AFTER they have taken the PRAXIS II. This is a critical document because we will use this in updating our programming of the EC curriculum. Please give us suggestions on how we can make a better program.

Rank each boxed area a 1, 2, or 3:
1 being you knew little about the topic
2 being you had average knowledge of the content but need more
3 you had sufficient knowledge about the content.

Principles of Learning and Teaching: Early Childhood

I. Student Learning

A. Student Development and the Learning Process

Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind.

- Examples of important theorists
- Important terms that relate to learning theory

◯1 ◯2 ◯3

Comments:

Human development in the physical, social, emotional, moral, speech/language, and cognitive domains.

- Contributions of important theorists
- Major progressions in each developmental domain and the ranges of individual variation within each domain
- Impact of students' physical, social, emotional, moral, and cognitive development on their learning and how to address these factors when making instructional decisions
- How development in one domain, such as physical, may affect performance in another domain such as social

◯1 ◯2 ◯3

Comments:

B. Student as Diverse Learners

Differences in the way students learn and perform.

- Learning styles
- Multiple intelligences
- Performance modes
- Concrete operational thinkers
- Visual and aural learners
- Gender differences
- Cultural expectations and styles

◯1 ◯2 ◯3

Comments:

Areas of exceptionality in students' learning

- Visual and perceptual difficulties
- Special physical or sensory challenges
- Learning disabilities
- Attention-deficit disorder (ADD); attention-deficit/hyperactivity disorder (ADHD)
- Functional mental retardation
- Behavioral disorders
- Developmental delays

◯1 ◯2 ◯3

Comments:

Legislation and institutional responsibilities relating to exceptional students

- Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Inclusion, mainstreaming, and “least restrictive environment”
- IEP (Individualized Education Plan), including what, by law, must be included in each IEP
- Section 504 of the Rehabilitation Services Act
- Due process
- Family involvement

◯1 ◯2 ◯3

Comments:

Approaches for accommodating various learning styles, intelligences, or exceptionalities

- Differentiated instruction
- Alternative assessments
- Testing modifications

◯1 ◯2 ◯3

Comments:

Process of second-language acquisition and strategies to support the learning of students for whom English is not a first language

◯1 ◯2 ◯3

Comments:

Understanding the influence of individual experiences, talents, and prior learning, as well as language, culture, family, and community values on students' learning

- Multicultural backgrounds
- Age-appropriate knowledge and behavior
- The student culture at school
- Family backgrounds
- Linguistic patterns and differences
- Cognitive patterns and differences
- Social and emotional issues

◯1 ◯2 ◯3

Comments:

C. Student Motivation and the Learning Environment

Theoretical foundations of human motivation and behavior

- Important terms that relate to motivation and behavior

◯1 ◯2 ◯3

Comments:

How knowledge of human motivation and behavior should influence strategies for organizing and supporting individual and group work in the classroom

◯1 ◯2 ◯3

Comments:

Factors and situations that are likely to promote or diminish students' motivation to learn, and how to help students to become self-motivated

◯1 ◯2 ◯3

Comments:

Principles of effective classroom management and strategies to promote positive relationships, cooperation, and purposeful learning

- Establishing daily procedures and routines
- Establishing classroom rules
- Using natural and logical consequences
- Providing positive guidance
- Modeling conflict resolution, problem solving, and anger management
- Giving timely feedback
- Maintaining accurate records
- Communicating with parents and caregivers
- Using objective behavior descriptions
- Responding to student behavior
- Arranging classroom space
- Pacing and structuring the lesson

◯1 ◯2 ◯3

Comments:

II. Instruction and Assessment

A. Instructional Strategies

Major cognitive processes associated with student learning

- Critical thinking
- Creative thinking
- Higher-order thinking
- Inductive and deductive thinking
- Problem structuring and problem solving
- Invention
- Memorization and recall
- Social reasoning
- Representation of ideas

◯1 ◯2 ◯3

Comments:

Major categories, advantages, and appropriate uses of instructional strategies

- Cooperative learning
- Direct instruction
- Discovery learning
- Whole-group discussion
- Independent study
- Interdisciplinary instruction
- Concept mapping
- Inquiry method
- Questioning
- Play
- Learning centers
- Small-group work
- Revisiting
- Reflection
- Project approach

◯1 ◯2 ◯3

Comments:

Principles, techniques, and methods associated with major instructional strategies

- Direct instruction
- Student-centered models

◯1 ◯2 ◯3

Comments:

Methods for enhancing student learning through the use of a variety of resources and materials

- Computers, Internet resources, Web pages, e-mail
- Audiovisual technologies such as videotapes and compact discs (CDs)
- Local experts
- Primary documents and artifacts
- Field trips
- Libraries
- Service learning

◯1 ◯2 ◯3

Comments:

B. Planning Instruction

Techniques for planning instruction, including addressing curriculum goals, selecting content topics, incorporating learning theory, subject matter, curriculum development, and student development and interests

- National and state learning standards
- State and local curriculum frameworks
- State and local curriculum guides
- Scope and sequence in specific disciplines
- Units and lessons
- Rationale for selecting content topics
- Behavioral objectives: affective, cognitive, psychomotor, speech/language
- Learner objectives and outcomes
- Emergent curriculum
- Antibias curriculum
- Themes/projects
- Curriculum webbing

◯1 ◯2 ◯3

Comments:

Techniques for creating effective bridges between curriculum goals and students' experiences

- Modeling
- Guided practice
- Independent practice, including homework
- Transitions
- Activating students' prior knowledge
- Anticipating preconceptions
- Encouraging exploration and problem solving
- Building new skills on those previously acquired
- Predicting

◯1 ◯2 ◯3

Comments:

C. Assessment and Strategies

Types of assessments
Characteristics of assessments
Scoring assessments
Uses of assessments
Understanding of measurement theory and assessment-related issues
Interpreting and communicating results of assessments

◯1 ◯2 ◯3

Comments:

III. Communication Techniques

A. Basic, effective verbal and nonverbal communication techniques
B. Effect of cultural techniques differences on communications in the classroom

◯1 ◯2 ◯3

Comments:

IV. Profession and Community

A. The Reflective Practitioner

Types of communications and interactions that can stimulate discussion in different ways for particular purposes

- Probing for learner understanding
- Helping students articulate their ideas and thinking processes
- Promoting risk taking and problem solving
- Facilitating factual recall
- Encouraging convergent and divergent thinking
- Stimulating curiosity
- Helping students to question
- Promoting a caring community

◯1 ◯2 ◯3

Comments:

Types of resources available for professional development and learning

- Professional literature
- Colleagues
- Professional associations
- Professional-development activities

◯1 ◯2 ◯3

Comments:

Ability to read, understand, and apply articles and books about current research, views, ideas, and debates regarding best teaching practices

◯1 ◯2 ◯3

Comments:

B. The Larger Community

Role of the school as a resource to the larger community

- Teachers as a resource

◯1 ◯2 ◯3

Comments:

Factors in the students' environment outside of school (family circumstances, community environments, health and economic conditions) that may influence students' life and learning

◯1 ◯2 ◯3

Comments:

Develop and utilize active partnerships among teachers, parents/guardians, and leaders in the community to support the educational process

- Shared ownership
- Shared decision making
- Respectful/reciprocal communication

◯1 ◯2 ◯3

Comments:

Major laws related to students' rights and teacher responsibilities

- Equal education
- Appropriate education for students with special needs
- Confidentiality and privacy
- Appropriate treatment of students
- Reporting in situations related to possible child abuse

◯1 ◯2 ◯3

Comments:

Early Childhood: Content Knowledge

Language and Literacy: Demonstrate understanding of central concepts, skills, and tools of inquiry in language and literacy; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of language and literacy; and demonstrate understanding of ways in which language and literacy are integrated across the content areas

Language Development: Knowledge of oral language development and its role literacy development

- Phonetics, including phonological awareness, phonemic awareness, and phonics

  ◯1 ◯2 ◯3

  Comments:

- The development of knowledge of pragmatic uses of language, syntax, and prose structure

  ◯1 ◯2 ◯3

  Comments:

- The processes of oral language development, including production and comprehension of language and the relationship between oral language development, reading and writing skills, and children's thinking and learning

  ◯1 ◯2 ◯3

  Comments:

- The ways in which English-language learners, bilingual children with English-language dialectal differences develop and use language

  ◯1 ◯2 ◯3

  Comments:

- The major indicators of common speech and language delays and disorders, such as articulation problems

◯1 ◯2 ◯3

Comments:

Reading Literature: The process of learning to read, reading strategies and skills, and the features of children's literature

- The alphabetic principle, including how children begin to develop and build on the alphabetic principle, and the differences in this principle children learning English and children learning other languages, and for bilingual children

◯1 ◯2 ◯3

Comments:

- The steps and processes of learning to read (e.g., print awareness, concepts of print and book reading, making predictions, word-recognition skills, fluency)
- Major skills and strategies of reading comprehension (e.g., identifying main ideas, predicting, paraphrasing, questioning, making connections in a text)
- Strategies for reading new and difficult words (e.g., phonics, context, language structure, pictures)

◯1 ◯2 ◯3

Comments:

- Children's literature, including the features of children's literature that facilitate early reading development, principles for selecting literature, and knowledge of various genres and types of literature
- Strategies for responding to themes, patterns, and forms of literature

◯1 ◯2 ◯3

Comments:

- The major indicators of common reading difficulties (e.g., delays in learning to read, dyslexia, comprehension difficulties

◯1 ◯2 ◯3

Comments:

Spelling: The process of learning to spell

- Spelling development, from invented to conventional spelling
- Relationships between sounds of speech and the spelling of words and between sight words and reading and writing development

◯1 ◯2 ◯3

Comments:

Writing: The process of learning to write, writing forms and modes, and conventions of written English

- Writing stages (scribbling, letter like shapes, script, print)
- Writing forms and modes (e.g., various purposes, audiences)
- Steps in the writing process (brainstorming, writing, editing, revising, rewriting)
- Conventions of written English (e.g., sentence construction, punctuation, grammar)
- The role of writing in the development of reading skill
- The motivation to write and the factors influencing motivation

◯1 ◯2 ◯3

Comments:

Social Studies: Demonstrate understanding of central concepts, skills, and tools of inquiry in social studies; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of social studies; and demonstrate understanding of ways in which social studies is integrated across the content areas.

Identity and Individual Development: The process of exploring, identifying, and analyzing identity, individual development, and relationships to others

- Self-awareness and how it develops
- Interpersonal relationships (e.g., norms of social behavior)
- Group social skills (e.g., conflict resolution)
- Family and social influences (e.g. the ways in which social systems influence daily life and personal choices)
- Institutions and how they influence individual identity, relationships, beliefs, and behaviors

◯1 ◯2 ◯3

Comments:

Culture and Cultural Identity: The components of culture and why the study of culture is important

- Ways in which families, groups, societies, and cultures address similar human wants, needs, and concerns
- Ways in which cultural perspectives shape experiences and perceptions
- Language, stories, folktales, music, and artistic creations as expressions of culture and influences on the behavior of people living in a particular culture
- Ways in which people from different cultures think about and deal with their physical environment and social conditions
- Unity and diversity within and across groups

◯1 ◯2 ◯3

Comments:

People, Places and Environments: Spatial thinking, geographic perspectives, and the relationships between human beings and their environment

- Geographic concepts (e.g., region, measurement, directional terms, landmarks, distance, location)
- Geographic literacy skills (e.g., the construction and use of maps, graphs, and charts)
- Physical and human characteristics of different places and how they impact human behavior and experience (e.g., rain forest, desert, urban, and rural communities)
- The interdependence of living things, the environment, and the economy

◯1 ◯2 ◯3

Comments:

Time, Continuity, and Change: The ways in which human beings seek to understand their historical roots and to locate themselves in time

- Chronological thinking skills using an analysis of historical data (e.g., time lines, maps, graphs, and tables)

◯1 ◯2 ◯3

Comments:

Civics and Government: Civic participation and how people create and change structures of power, authority, and governance

- Key civics concepts (e.g., human dignity, justice, equality, tolerance, rule of law, citizenship)
- Civic participation in the context of classroom, community, nation, and world(e.g., raising and issue, making and informed decision, considering other perspectives, balancing individual and group needs)

◯1 ◯2 ◯3

Comments:

Health and Physical Education: Demonstrate understanding of central concepts, skills, and tools of inquiry in health and physical education; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of health and physical education; and demonstrate understanding of ways in which health and physical education are integrated across the content areas.

Health: Fundamental health concepts and skills

- Health promotion, wellness, and disease prevention
- Major risks to children's health and safety and the prevention of those risks
- The basic structure and function of human body systems
- The influence of physical, emotional, and social factors on personal health (e.g. family influences, pollution)
- The impact of health on learning and development in the content area

◯1 ◯2 ◯3

Comments:

Physical Education: Fundamental physical education concepts and skills

- Motor skills and movement patterns, including knowledge of their typical developmental progression and activities that promote their development
- Movement and body awareness concepts and principles (e.g., flexibility, muscular strength)
- How to achieve and maintain an appropriate level of physical fitness
- The ways in which physical activity provides opportunities for learning, enjoyment, challenge, self expression, and social interaction.
- The influence of physical, emotional, and social factors on physical fitness and activity level.
- The impact of physical activity and fitness on learning and development in the content areas.

◯1 ◯2 ◯3

Comments:

Creative and Performing Arts: Demonstrate understanding of central concepts, skills, and tools of inquiry in the creative and performing arts; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of the creative and performing arts; and demonstrate understanding of ways in which the arts are integrated across the content areas.

Purposes and Functions of the Arts

- How and why artworks are created, processes for responding to artworks, and the purposes of artworks
- The artistic processes of creating, performing, and responding and their interrelationships

Structure and Processes of Art

- The basic elements, principles, and processes in visual art, music, dance, and theatre
- The components and elements of art (color, line, texture, pitch, tempo, rhythm, etc)
- Organizing principles of art (repetition, contrast, balance, unity, movement, pattern, etc)

We understand that we do not offer an education class related to this area, but we are hoping that you are receiving the basic information through the liberal arts education you receive at Hendrix. If you are not, please let us know.

◯1 ◯2 ◯3

Comments:

Mathematics: Demonstrate understanding of central concepts, skills, and tools of inquiry in mathematics; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of mathematics; and demonstrate understanding of ways in which mathematics is integrated across the content areas.

Mathematical Thinking Skills: Fundamental mathematical thinking skills, how they are interrelated, and how they are used in completing various mathematical exercises

- Problem solving skills (e.g., using investigation and experimentation to find answers to everyday mathematical problems)

  ◯1 ◯2 ◯3

  Comments:

- Reasoning skills (e.g., making conjectures, drawing logical conclusions, using models)

  ◯1 ◯2 ◯3

  Comments:

- Communication skills (e.g., connecting everyday language to mathematical language and symbols; presenting, discussing, reading, writing, and listening related to mathematics)

  ◯1 ◯2 ◯3

  Comments:

- Connection-making skills (e.g., applying mathematics to other subject areas; using mathematics in daily life)

  ◯1 ◯2 ◯3

  Comments:

- Representation skills (e.g., creating and using representations to organize, record, and communicate mathematical ideas)

◯1 ◯2 ◯3

Comments:

Numbers and Operations: Number sense and the meaning of operations

- Numbers, ways of representing numbers, relationships between numbers, and number systems
- Meaning of operations and how they relate to one another

◯1 ◯2 ◯3

Comments:

Patterns and Relationships: The foundations of algebraic reasoning, including the study of patterns and relationships among quantities and the mathematical study of change

- Patterns and relationships
- The concept of change in mathematics

◯1 ◯2 ◯3

Comments:

Geometry and Spatial Sense: The relationships among shapes and their properties and how they provide opportunities to reflect upon and interpret the physical environment

- Characteristics and properties of two- and three-dimensional geometric shapes and the development of mathematical arguments about geometric relationships
- The use of transformation and symmetry to analyze mathematical situations that children encounter in their daily lives

◯1 ◯2 ◯3

Comments:

Measurement: Measurement and how it is used to interpret the real world

- The measurable attributes of objects and the units, systems, and processes of measurement
- The use of appropriate techniques, tools, and formulas to determine measurements

◯1 ◯2 ◯3

Comments:

Data: The purpose of and methods for the collection and analysis of data

- The selection and use of simple statistical methods to analyze data
- The collection, organization, and display of relevant data to answer questions
- The development and evaluation of inferences and predictions that are based on data

◯1 ◯2 ◯3

Comments:

Science: Demonstrate understanding of central concepts, skills, and tools of inquiry in science; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of science; and demonstrate understanding of ways in which science is integrated across the content areas.

Fundamental Concepts and Processes for Scientific Inquiry: The fundamental concepts and process of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and science and technology

- Unifying science concepts (e.g., systems, cycles, constancy and change)
- The scientific process (i.e. formulating questions, testing hypotheses, and communicating information to help explain the world)
- Basic science skills (e.g., observing, describing and classifying; making inferences; communicating and representing findings; using simple tools; collecting and using data)

◯1 ◯2 ◯3

Comments:

Physical Science: The basic phenomena of the physical world

- Properties of objects and materials (e.g., states of matter)
- Light, heat, electricity, and magnetism (e.g., reflection, refraction, and absorption of light; conduction and production of heat)
- Position and motion of objects (e.g., the position and motion of objects (e.g., the position and motion of an object can be changed by exerting force; vibrating objects can produce sound)

◯1 ◯2 ◯3

Comments:

Earth and Space Science: The basic phenomena of Earth and space

- Objects in the sky, natural and human-made, and their properties, movements, and locations (e.g., Sun, Moon, stars, airplanes)
- Changes in Earth and the sky (e.g., seasonal and daily weather patterns, erosion)
- Properties of Earth materials (e.g., different physical and chemical properties of Earth materials, including solid rocks and soils, fossils, water, and gases)

◯1 ◯2 ◯3

Comments:

Life Science: Living organisms and life systems

- Basic characteristics of organisms (e.g., their basic needs and behaviors; the structures that support growth, survival, and reproduction)
- The life cycles of organisms
- The relationship between organisms and their environment

◯1 ◯2 ◯3

Comments: