English/Language Arts Education
Level 1 Hours

**Explanation:**
Level 1 Hours (often called self-directed hours) include a total of 30 hours of classroom observations and instructional activities **beyond** the observations conducted in education courses outside of the major. (i.e. TCH 207, EEC 243, etc.) Put simply, your Level 1 Hours are divided between your certification major (English) and your coursework in the College of Education, together totaling 60 Level 1 hours. In the English department, we are concerned primarily with the ways in which you fulfill and report the 30 hours related to your major.

**Fulfillment Guidelines**
Your 30 certification observation hours must be completed in the following ways:

**Required:** 10-15 hours of observation in a **high school** setting (Grades 9-12)

**Required:** 10-15 hours of observation in a **middle school** setting (Grades 6-8)

*At least 20 of your hours must be completed in the ELA classroom
*You may earn all 30 of your hours in the ELA classroom.
*You must observe at least two different teachers in the middle school and two different teachers in the high school, for a total of at least 4 different observation experiences.

**Optional:** **Up to 10 hours of tutoring** in an approved setting and/or service as an **Instructional Assistant (IA)** for a professor in the English department.

In order to be considered an approved setting **two of the following conditions must apply:**

**The observation and/or experience must**
*take place in an English Language Arts learning environment
*take place in a middle school, high school, or college setting
*take place in a setting where experienced teacher-mentors are involved in guiding the teacher candidate’s work
*involve working with students who are middle school, high school, or college age
*involve working with students on literacy development
*involve working with students on humanities-related subjects (literature, arts, history)
*involve working with students on some form of writing, critical thinking, and/or analysis

**Observation Protocol**

1. **Obtain Clearances**
Prior to conducting your Level 1 Hours, you must secure **Clearances** to gain entrance into the schools. **This is mandatory.** Visit the Office of Field Services website to learn more: [http://www.ship.edu/COEHS/Field_Services/Clearance_Information/](http://www.ship.edu/COEHS/Field_Services/Clearance_Information/) Obtaining all SIX clearances will take some time, so **plan accordingly.** Begin securing your clearances in the spring of your freshman year. **Clearances must be updated every year.**
2. **Identify Teachers and/or Districts for Observation.**
   In some cases, you may be introduced to a teacher and/or district as a requirement for a class you are taking. In this case, you may wish to maintain a relationship with this district to continue your observations. In all other situations, you should **speak with your cohort advisor** to assist you in the placement process. It is no longer acceptable for you to contact a district on your own.

3. **Behave and Dress Professionally**
   Remember that you are representing both the reputation of Shippensburg University and yourself as a future teacher during each visit. Your professors will monitor your disposition as a future teacher, and you are expected to speak, dress, and behave as a teaching professional **at all times**. If your dress and/or behavior become an issue, you will be required to meet with your cohort advisor to address the situation.

4. **Be a Gracious Guest**
   Enter the observation with a positive attitude. Introduce yourself to your teachers. Ask where you should sit and if it is appropriate for you to take a more active role in the lesson. If invited, be willing to work with students and/or assist your teachers. Pay close attention to everything that is happening in the classroom. Remember, this is your opportunity to decide if teaching is right for you. When you have completed your observation, send a formal “Thank You” card to your teachers. This small act of gratitude will communicate both that you care and that you appreciate this opportunity.

**Collecting, Recording, and Reporting**

1. **Collecting**
   **Field Notes** recording your observations and reflecting on your participation are required. These may be hand-written or typed. Messiness is expected. In addition to these notes, collect any hand-outs distributed with the lesson, date them, and staple them to your field notes.

2. **Recording**
   **For each observation experience you must submit one 3-5 page typed reflection** that describes and comments upon the observation in light of the pedagogical issues you are studying in your courses. In this narrative critique you should write about your observations using the language (terminology) of the profession. When you use a term in your reflection, **bold it** and CAP IT. The following list includes some (but not all) of the terminology that you may draw upon in your critique:
**Collecting, Recording and Reporting, cont.**

**ELA Education Terminology**

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<thead>
<tr>
<th>Learner Diversity</th>
<th>Scaffolding</th>
<th>Bloom’s Taxonomy</th>
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<tbody>
<tr>
<td>Common Core</td>
<td>Assessment</td>
<td>Goals &amp; Objectives</td>
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<tr>
<td>Reading/Writing Connection</td>
<td>Differentiation</td>
<td>Anticipatory Set</td>
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<td>Literacy Practices</td>
<td>Technology</td>
<td>Induction</td>
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<td>Student-Centered Learning</td>
<td>Best Practices</td>
<td>Procedure</td>
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<td>Graphic Organizer</td>
<td>Explicit Teaching</td>
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<td>Collaboration</td>
<td>Jigsaw</td>
<td>Learning Stations</td>
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<td>Socratic Seminar</td>
<td>Discussion Strategies</td>
<td>Backwards Design</td>
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<td>Student’s Right to Read</td>
<td>Censorship</td>
<td>Essential Questions</td>
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<tr>
<td>Standardization/State Testing</td>
<td>Classroom Discipline</td>
<td>Formative Assessment</td>
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**Example:** Mr. Brown clearly missed the potential power of an engaging **MOTIVATION ACTIVITY** when he chose to begin class with an independent DOL sentence that was never addressed followed by round robin reading aloud. He did, however, reinforce the **READING/Writing CONNECTION** when he asked students to write a response to an open-ended question before opening the floor to whole-class discussion.

*It is important to note that while we have been instructing you in the “Best Practices” for our field, the reality you observe may be different. Using your knowledge of these practices, explain what you see and why it works or does not work by referencing the terminology above.*

3. Reporting

**A. For each observation, you must complete a Level 1 Form.**

Forms can be obtained through the Office of Field Services website: [http://www.ship.edu/COEHS/Field_Services/Forms/](http://www.ship.edu/COEHS/Field_Services/Forms/)

The form requires a record of the total hours spent in the observation and most importantly a signature from the teacher whose classroom you are observing.

**B.** Once your forms and your papers are completed for ALL 30 Hours, **email your cohort advisor to discuss your observations.** Organize your materials by date so that your advisor can easily review your work. Each observation should be organized and stapled in the following manner: Level 1 Observation Form, Written Reflection, Field Notes, Hand-outs. If you have several observations, you may want to organize them into a binder for review.

**Completion**

Once your work has been approved, your cohort advisor will contact the Office of Field Services in the College of Education to report that your Level 1 Hours have been completed.