

**EDU 589 A—Senior Practicum (Grades 4-8, P-12) (2 Credit Hours)
Fall 2015**

Days/Time: H 4:00-5:40

Place of Meeting: Cook 304

Professors:

Email:

Office Location: Cook 222 Cook 217 Cook 253

Office Telephone:

Office Hours:	M 10-12, 1-2:30	M 10-5	Refer to hours posted on office door & by appt.
	T 12:30-2:30	T 1-4	
	W 10-12; 1-2:30	W 10-5	
	H 12:30-1:30	H 1-3:30	
	& by apt.	F 10-5	

Course Description

EDU 489. Senior Practicum (Grades 4-8). Completion of preplanning and district orientation at assigned school. Observing, participating, and microteaching under the guidance of the cooperating teacher in the school full time during two weeks in August and part time during the semester. *PR: Approval for student teaching. CR: EDU 405. (2 credits)*

Textbooks

Scale Center for Assessment, Learning, and Equity. (2015). edTPA elementary education handbook.

Scale Center for Assessment, Learning, and Equity. (2014). Making good choices: A support guide for edTPA candidates. (2013).

Student Teacher Handbook. Berry College, Rome, GA July 2015.

Materials and supplemental resources are posted on Livetext.com. You must use the Visitor's Pass code to access the resources. The code will be given at the first Senior Practicum Lab.

Purpose of Course

The field-based year in student teaching is the capstone experience in the teacher education program at Berry College. It provides an opportunity for the candidate to observe the beginning of the school year and to be immersed in part- and full-time practice at an area school while reflecting on the pedagogical and content knowledge

gained in the teacher education program. Senior Practicum allows candidates to gradually assume the role of developer of human potential: developing the head by promoting reflection and decision making; developing the hands by facilitating learning; and developing the heart by enhancing self- and social-awareness for themselves and their supervisor, and attending an on-campus seminar. The purposes of the seminar are to provide support through the process of induction to teaching; to help the candidate become more reflective; and to provide structure and support for the development of the teaching portfolio.

Complete evaluation data are available in the *Student Teacher Handbook*. Upon completion of the student teaching experience, students will be able to:

Student Learning Outcomes:

- A. Promote reflection and decision making (Head)
 - 1. Possess sound knowledge of subject matter content so that students are presented with accurate information and diverse viewpoints.(INTASC 4, 8)
 - 2. Collect and analyze data for assessing students' needs. (INTASC 6)
 - 3. Reflect on their own behavior as a teacher. (INTASC 9)
 - 4. Use the historical and philosophical knowledge of the organization and governance of American education to guide decision making. (INTASC 4,10)

- B. Facilitate learning (Hands)
 - 1. Develop long-range plans for instruction (units).(INTASC 5, 7)
 - 2. Organize and manage the classroom to optimize learning. (INTASC 3)
 - 3. Design learning activities appropriate for students' developmental levels. INTASC 1, 2)
 - 4. Select and use developmentally appropriate curriculum materials including print, on-print, and technology-based materials. (INTASC 5)
 - 5. Organize and manage learning groups. (INTASC 1, 2)
 - 6. Provide feedback to students on their comprehension of content being taught. (INTASC 1, 2)
 - 7. Demonstrate a wide repertoire of strategies and teaching styles appropriate for diverse student needs. (INTASC 2, 7)
 - 8. Develop a plan for the management of student behavior. (INTASC 3)

- C. Enhance self- and social-awareness (Heart)
 - 1. Help students articulate and reflect on their feelings, thoughts, and ideas. (INTASC 2)
 - 2. Affirm and support students in their learning efforts. (INTASC 3)
 - 3. Communicate respect and acceptance of students. (INTASC 2, 10) 4. Demonstrate an awareness of and respect for the diversity of the school population and the global community. (INTASC 2, 10) 5. Develop students' social awareness. (INTASC 2, 10)

- D. Explore issues of induction to teaching
1. Clarify their perspective on teaching. (INTASC 9)
 2. Evaluate implications of teaching in a multi-cultural society. (INTASC 2)
 3. Connect their practical experience with the theoretical ideas explored at the college. (INTASC 9)
 4. Explore legal issues of concern to first-year teachers. (INTASC 9)
 5. Plan continued professional development as a teacher. (INTASC 9)

INTASC—Interstate New Teacher Assessment and Support Consortium

Assessment Measures

Candidates will experience the beginning days of the school year, under the direction of the cooperating teacher. They will observe and participate in teaching and facilitate learning for the students in their classroom. Under the guidance of the cooperating teacher and college supervisor, they will engage in critical thinking and decision-making about the role of the teacher.

The candidate will demonstrate satisfactory progress in the following areas: classroom teaching, video analysis of candidate's teaching, journal entries, and lesson plans that include samples of student work. The cooperating teacher, college supervisor, and senior practicum student will complete the Senior Practicum Evaluation which will address, the candidate's performance in the above areas, among other areas, as documented in the 10 program principles.

Clinical Practice

The Senior Practicum for 489 is comprised of 154 contact hours in the assigned classroom, under the supervision of the cooperating teacher and the college supervisor. A minimum of 25 of these hours are teaching hours.

Use of Technology

Candidates will use the technology available in their classrooms and schools. Candidates are expected to routinely utilize standard technology in their classrooms to maximize the learning of students in grades 4-8.

Methods of Instruction

The roles and expectations of those involved in student teaching are fully delineated in the *Student Teacher Handbook* (revised July 2015).

Senior Practicum involves one-on-one coaching, facilitating, and mentoring from both the cooperating teacher and the college supervisor through the transition process from student to teacher. The cooperating teacher works closely with the candidate, especially in the preplanning days and first days of the school year, as well as throughout both semesters of the field-based senior year. The cooperating teacher will have certain expectations for the requirements in his/her classroom.

The college supervisor will work with the candidate throughout both semesters of the field-based senior year through class observations and conferences and in groups during small-group seminar sessions. Suggested assignments are indicated on the field-based senior year checklist and in the *Student Teacher Handbook*. The college supervisor assigned to you has the prerogative to alter, delete or add to the candidate's final requirements based on individual student needs and/or supervisor observations.

Clarify those expectations from both your college supervisor and your cooperating teacher early in the fall semester, and continue the communication as you prepare for the spring semester.

The on-campus seminar focuses on issues of concern to student teachers. **Attendance at all seminars and the fall Charter Fellows Program is required.**

A weekly journal entry is required. The format to be used is included in your Student Teacher Handbook. The college supervisor will specify how and when the journal should be turned in. Your college supervisor will read and respond to your journal entries.

Attendance Policy

Regular attendance and punctuality is an absolute necessity. The candidate is expected to attend school full-time during the first two weeks of the school year, and to follow the agreed upon schedule for the 14 weeks of the fall semester. If absence is unavoidable, the candidate should inform the cooperating teacher and college supervisor as soon as possible. Absence for reasons other than sickness or emergencies is strongly discouraged and should be approved by the cooperating teacher and college supervisor.

Academic Integrity

Academic integrity is the foundation of college life and experience at Berry. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor.

In no case will academic dishonesty be tolerated. *Academic dishonesty* includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. A complete definition of *academic dishonesty* may be found in the Viking Code.

Candidates sanctioned for violating academic integrity policy may **not** withdraw from the class with a “W”. Students may appeal faculty decisions to a subcommittee of Academic Council through the provost.

Special Requirements

Your college supervisor will review lessons plans, one fall video recording of your teaching, and your weekly journal entries. See the *Student Teacher Handbook* Student for details about these assignments.

Assessment of the senior practicum will include field observation, one fall video recording of the candidate teaching, weekly journals entries, lesson plans, draft of edTPA Task 1 and proposed teaching segment for Task 2.

Evaluation Components and Grading Scale

Assignments should be completed and submitted according to specified due dates. Final evaluation forms should be submitted to your college supervisor no later than the last day of classes, before finals. Candidates in the fall semester of the field-based year will receive one of the following grade options:

- (S) satisfactory
- (U) unsatisfactory

Final grades will be determined by the college supervisor with the cooperating teacher and the Director of Field Experiences and Clinical Practice.

Accommodation Statement

Candidates with disabilities who believe they may need accommodations in this class are encouraged to contact the Academic Support Center in Memorial Library (first floor) (Ext 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Schedule of Class Sessions

Aug 3	4:00	EDU 488/588 Orientation	Cook 104
	5:00	EDU 489/589 Orientation	Cook 104
	6:00	EDU 497 Orientation	Cook 104

Aug 6	4:00	Cooperating Teachers Meeting of 2 Semester STs	Cook 137-138
Aug 13	4:00	Cooperating Teachers Meeting of One Semester STs	Cook 104
Aug 24		First day of classes	
	4:00	Students Meet with College Supervisors	Cook 137-138
Date/Time	Seminar Topic/Bring to Seminar/ Prompts & Rubrics		What is DUE
Aug 27 1 st Lab 4:00-5:40 Cook 304	edTPA Handbook	Dr. _____, from PAGE	Introduction to edTPA Fall video assignment
Sept. 10 2 nd Lab 4:00-5:40	<i>Pepperell Elementary School</i>	<i>Technology Lab</i>	
Sept. 24 3 rd Lab 4:00-5:40	edTPA Handbook – Task 1 Central Focus Context for Learning Template (<i>download</i>) References to Research & Theory Berry College Lesson Plan (<i>download</i>)		READ: Task 1
Oct 2	Charter Fellows Program, 10:00-12:00, Alumni Center Attendance Required		
Oct. 8	Send draft of Context for Learning by 5 pm.		
Oct. 10-13	Fall Break, no classes		
Oct. 16	Application and recommendations (from cooperating teachers and college supervisor) for spring semester Student Teaching due to Office of Field Experiences and Clinical Practice, Cook 221 by 4:00 p.m.		
Oct. 15 4 th Lab 4:00-5:40 Cook 304	edTPA Task 1 Academic Language, Resources, Expanded Bloom's Taxonomy Written Commentaries		READ: Task 1 Task 1 Evidence Chart
Oct. 29 5 th Lab 4:00-5:40 Cook 304	EdTPA Task 1 - Formative Assessments Relationship of task 1 to task 3 - assessment Rubrics 1-5 (Rubric 11 Task 3) Understanding Rubric Level Progressions (URLP)		READ: Task 1 Task 3- What Do I Need to Think

		About? What Do I Need to Do?
Nov. 5 6th Lab 4:00-5:40 Sandbox	Technical Lab - Videotaping Mechanics and Compression Requirements	READ: Task 2 & Task 2 Evidence Chart
ECE Majors ONLY	edTPA Task 4 Overview – ECE only	<i>ECE * Task 4 & Task 4 Evidence Chart</i>
Nov. 12 7th Lab 4:00-5:40 Cook 304	edTPA Task 2 Overview Identify specific video requirements for content area Rubrics 6-10 Proposed Learning Segment	READ: Task 2 & Task 2 Evidence Chart
Nov. 19 8th Lab 4:00-5:40 Cook 304	edTPA Task 3 Overview Assessment, Use of Feedback Rubrics 11-	READ: Task 3 & Task 3 Evidence Chart
ECE Majors only	edTPA Task 4 Revisited – ECE only	<i>ECE * Task 4 & Task 4 Evidence Chart</i>
Nov. 30	Email <u>typed</u> Proposed Learning Segment to designated Seminar Instructor by 5 pm.	Proposed Learning Segment
	Videotape due to College Supervisor	Videotape

<p>Dec. 3 9th Lab 4:00-5:40 Cook 304</p>	<p>Preparation for edTPA in Student Teaching</p> <ul style="list-style-type: none"> • Spring 2016 schedule • Permission forms • Location of resources, instructional materials • Clarification of acceptable candidate support during edTPA 	
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Please note that attendance at the Labs and Charter Fellows is required as part of EDU 488/588 and EDU 489/589. If you are unable to attend a meeting, you are still responsible for any/all information provided.

Instructor's Bibliography

Allen, J., (2008). *More tools for teaching content literacy*. Portland, Me: Stenhouse Publishers.

Arter, J., & Chappuis, J. (2007). *Creating and recognizing quality rubrics*. Educational Testing Services.

Barrell, J.F. (2006). *Problem-based learning: An inquiry approach*. Thousand Oaks, CA: Corwin Press.

Bella, N. J. (2004). *Reflective analysis of student work: Improving teaching through collaboration*. Thousand Oaks, CA: Corwin Press.

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Boss, S., & Krauss, J. (2007, 2009 Kindle). *Reinventing project-based learning: Your field guide to real-world projects in the digital age*. Eugene, OR: ISTE.

Carty, M. (2010). *Surviving and thriving: Making classroom management and organization work for you and your students*. Ontario, Canada: Pembroke Publishers.

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Good, T. L. & Brophy, J. E. (2008). *Looking in classrooms*. Boston: Pearson.

Kappa Delta Pi (2007). *So to teach; Inspiring stories that touch the heart*. Indianapolis, IN: Kappa Delta Pi

- Kellough, R. D., & Carjuzza, J. (2006). *Teaching in the middle and secondary schools*. Upper Saddle River, NJ: Pearson Education, Inc.
- McMillan, J.H. (2014). *Classroom assessment: Principles and practice for effective standards-based instruction, 6/E*. Boston, MA: Pearson Educ, Inc.
- McTighe, J., & Wiggins, G. (1999). *Understanding by design handbook*. Alexandria, VA: ASCD.
- Markham, T. (2007, 2012, Kindle). *Project based learning design and coaching guidelines*. San Rafeal, CA: HeartIQ Press.
- Marzano, R., Marzano, J.S., & Picker, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
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- Marzano, R. (2007). *The art and science of teaching; A comprehensive framework for effective instruction*. Alexandria, VA: ASCD
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- Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2011). *Classroom assessment for student learning: Doing it right-using it well*. Boston, MA: Pearson Educ, Inc.
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- Tomlinson, C.A., & McTighe, J. (2006). *Integrating; Differentiated instruction and Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Design.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.
- Wormeli, R. (2003). *Meet me in the middle: becoming an accomplished middle-level teacher*. Portland, ME: Stenhouse Publ.

Wormeli, R. (2006). *Fair isn't always equal, assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse Publ.

Wormeli, R. (2007). *Differentiation, from planning to practice grades 6-12*. Portland, ME; Stenhouse Publ.

Zukergood, D., & Bettencourt, A. M. (2009). *Teaching in the real world; Strategies to survive and thrive*. Upper Saddle River, NJ: Pearson.

On-line Resources

<http://pblchecklist.4teachers.org/index.shtml>

<http://www.intel.com/about/corporateresponsibility/education/k12/projects.htm>

<http://www.udel.edu/pbl/others.html>

The PBL Academy

<http://iuedmoodle.educ.indiana.edu/pbl/>

<http://iuedmoodle.educ.indiana.edu/pbl/links.html>