

Syllabus
EDU 605 Practicum Area: Math/English

Day/Time:
Place:
Professor:
Office hours:

Office:
Phone:
e-mail:

Course Description:

Practical supervised learning experience with students in classroom environments. Includes observation, lesson and course design, classroom management and evaluation strategies, and reflection. Minimum 35 contact hours. Can be repeated for credit.

Textbook: None required.

Purpose: The purpose of this practicum is to further expose you to curriculum practices in nearby schools. You will have the opportunity to talk with students and teachers, as well as to plan and implement lessons.

Objectives: The candidate will: (numbers in parenthesis refer to INTASC 2011)

1. observe and analyze teacher and student interactions (5, 9).
2. Plan and implement learning activities for individuals, small groups, and the whole class (7, 8)
3. reflect on the context, students, teacher, and your teaching (9).

Expected Outcomes:

The candidate will be able to:

1. document teacher and student interactions through written reflections and journals. Assesses 1 from above.
2. write and teach at least 4 lesson plans during the field experience. Assesses 2 from above.
3. write summary paper about the school, the students, and teaching their lessons. Assesses 3 from above.

Evaluation components and grading scale:

4 journal summary assignments	12 points each	= 48 points
4 lesson plans, taught with observations	15 points each	= 60 points
Log of field experience	35 points	= 35 points
Participation points for the class seminars	3 each	= 21 points

Total = 164 points

The +/- scale:

90-100% = A	148-164 points
80-89% = B	131-147
70-79% = C	115-130
60-69% = D	98-114
0-59% = F	0- 97

Candidates must receive a “C” or better in this course for credit in the teacher education program.

Field experience/Clinical Practice

Each candidate will be assigned a field experience for this course through the Office of Field Experiences and Student Teaching. (35 clock hours required)

Use of technology

Candidates will be expected to use the Internet to research demographics of their assigned field experience.

Methods of instruction

Discussion format for seminars back on campus

Attendance policy

Candidates are expected to attend the classes listed under schedule of class sessions. Candidates are also to attend their field experience for a minimum of 35 hours. There is no way to make up participation points. Arriving late or leaving early will not earn full points for the class. Since this class only meets 7 times, missing two classes means candidate must re-take the seminar.

Participation expectations:

1. Be attentive – not texting, receiving calls, checking emails, etc.
2. Be respectful of instructor and other students – not talking when they are, making disturbing noises, etc.
3. Be participatory – participate in discussions respectfully, without profanity, disrespect, or incivility toward instructor or other students.

If a candidate is not meeting expectations, the professor may ask the candidate to leave that class. If asked to leave, the candidate may not return to class until they meet individually with the instructor and the dean of the graduate programs regarding how their participation will be improved.

Academic integrity: Consult the Viking Code for a statement of the college’s policies.

If a student does not follow the Academic Integrity Policy set by the Viking Code, then the professor will inform the appropriate department chair(s), dean(s) and college provost.

The assignment, paper, or test for which the Academic Integrity Policy is broken can result in a 0 for that assignment. Receiving a 0 on a major paper, assignment, or test may result in a student failing a course, depending on the grades for all other work in the course.

Special requirements:

Candidates must provide their own transportation to the school assigned for the field experience component of the class. Candidates are expected to dress professionally for the field experience, remembering that area schools often have dress codes for students and teachers.

Performance Based Assessments/ Portfolio

Candidates will write lesson plans, journal summaries. They are encouraged to keep copies of their plans and teacher evaluations for their portfolios.

Schedule of Class Sessions

Student will meet with me for about 20 minutes before each of the following dates:

Date:

Jan. 21	Orientation to this field experience, completion of forms
Feb. 4	Knowledge base of teaching/Do I want to teach? Lesson plans, preparation for observations
Feb. 18	Discussion of the schools and classes (turn in journal summary #1)
April 1	Discussion of children and curriculum (turn in journal summaries #2, #3; First lesson due)
April 15	Discussion of your teaching (lessons 2 and 3 due; summary #4)
May 4	Last class! Turn in last lesson AND YOUR LOG, WHICH IS SIGNED.

Points will be taken off for late assignments and plans! You need to plan ahead!!!!!! Being late by one class means losing 10% of assignment. After two weeks, assignments are not accepted and are 0's. Additionally, if a teacher observation is negative, stating you did not attend assigned field experience, or did not attend on time, you may lose 35% of earned points for the lesson plans.

Instructor's Bibliography

Arends, R. I. (1994). *Learning to Teach*. New York: McGraw Hill.

Armstrong, D. G., K. T. Henson, and T. V. Savage. *Teaching Today: An introduction to education*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Canter, L. and M. Canter. (1995). *Behavior Management in the Middle School Classroom*. Santa Monica, CA: Lee Canter and Associates.

Clement, M.C. (1997). *Put Your Oxygen Mask on First...and other strategies for succeeding in teaching*. Virginia Beach, VA: Teacher's Little Secrets.

Forte, I. and S. Schurr. (1993). *The Definitive Middle School Guide*. Nashville, TN: Incentive.

Parkay, F. W. and B. H. Stanford. (1998). *Becoming a Teacher*. Boston: Allyn and Bacon.

Posner, G. J.(1996). *Field Experience: A guide to reflective teaching*. White Plains, NY: Longman.

Schurr, S. L., Thomason, J., and Thomason, M. *Teaching at the Middle Level*. Lexington, MA: DC Heath.

Wiseman, D. L., D. D. Cooner, and S. L. Knight. (1999). *Becoming a Teacher in a Field Based Setting*. Belmont, CA: Wadsworth.

Winebrenner, S. (1996). *Teaching Kids with Learning Difficulties in the Regular Classroom*. Minneapolis, MN: Free Spirit.

Student with disabilities: It is the responsibility of the student to notify the college of special needs. A recent diagnosis of the handicap with recommendations for accommodations is required. The student is encouraged to discuss his/her special needs with each professor. Reasonable accommodations will be made. If the student does not feel that he/she has been given appropriate

accommodations, the Dean of Student Work should be notified as soon as possible.

ALL ASSIGNMENTS SHOULD BE TYPED in 12 point and double-spaced.

Journal Summary #1: From the journal you keep when you observe in the class, write a summary of the description of the school and the class(es) where you are placed. Include information about the socioeconomic background of the students, racial/ethnic backgrounds, class size, teacher's work load, and ability of the students. Is this class similar or different than the one you were in at this age? Were there any surprises when you first met the class. Minimum length: 1 and 1/2 typed pages.

Journal Summary #2: Describe the students in this class. Are there leaders and followers? Are students attentive? Motivated? Are some dealing with home-related or emotional problems? Are some shy? Loud? Talkative? Observe, in depth, and/or talk with one specific student (identified by you or the teacher). Describe this student's achievement, background, likes and dislikes. Talk with the teacher and get his/her insights into this one student. Length: 2 typed pages.

Journal summary #3: From your observations and from discussions with the teacher, how does he/she plan a lesson? A unit? The curriculum for the semester? The year? How much do they rely upon the QCC and district standards? How much flexibility do they have in choosing materials and books? Does the teacher feel that the right amount of curriculum is covered? Does it seem right to you? How does it compare with what you learned in this grade? Length: 1 and 1/2 pages.

Journal summary #4: Select one significant episode that you have observed and document that episode. Describe it so that I understand what happened. Then, reflect and analyze the episode. State why it was important how you interpret it in the "big picture" of a school setting. In this episode, how did the teacher react to the student? Would you react the same way? Will this episode give you something to consider when you are teaching a class? Why? Length: 2 pages.

THE LESSONS:

It is challenging to work in 4 lessons in a 35 hour experience. Talk to your teacher immediately about the lessons. Your lessons may be taught to a small group or the whole class. They may be as short as 15 minutes or as long as 50. Work closely with the teacher. Your lessons will be written in the Berry style, but they will probably be a small piece of the teacher's curriculum. For example, if

the teacher is teaching fractions, you will do a short fractions unit. For full credit, please include:

The lesson plan (7 pts)

The reflection of the plan (1/2 page) (5 pts)

An observation by the teacher, another Berry student or student teacher, or other college personnel. (3 pts.)

Some students run out of time to present their last lesson. You may turn in a plan for 7 pts., but can not receive full credit unless the plan is taught.

To the teacher:

Thank you for agreeing to work with a Berry College practicum student. The students in this class are graduate students and will be observing and working in your class for 35 clock hours.

Their assignments include:

Writing summaries about the school, the students, and the curriculum. They will be looking for specific episodes to analyze, such as a student who is ahead or behind with learning material, falls asleep, has a motivational problem, is doing a great job, etc.

They will also teach 4 lessons. These lessons are agreed upon with you, the teacher, in advance, and should not be outside of your curriculum. For example, if you are teaching fractions, they will teach a short lesson about fractions. Their lessons may be a pull-out small group or may be taught to the whole class. They may be short (15 minutes) or longer. Please use the attached observation form to give them some feedback about their lesson.

Thank you for your help!!!! If you have questions, please call me

Observer: _____ Student: _____

Date: _____ School: _____

Classroom setting: (number of students, grade, topic)

Outline of lesson you observed:

Strengths

Areas in which to improve

(Consider planning, procedures, classroom management, and overall effectiveness)