

AEDE 435P  
Practicum in Teaching Math and Science in Early Childhood Education  
AEDE 436P  
Practicum in Teaching Social Studies and Creative Arts in Early Childhood Education  
AEDE 544P  
Practicum in Teaching Language Arts, Communication Skills and Critical Thinking in  
Early Childhood Education  
Fall 2008

Instructor: Dr. Melany Rish  
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Meeting Time: W 8:00 – 12:05  
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Office Hours: as posted

## I. Descriptive Information

### A. Number and Title of Courses and Catalog Description

AEDE 435P Practicum in Teaching Math and Science in Early Childhood Education (1) (Prereq: AEDC 310, admission to Professional Program in Education or permission of education advisor; coreq: AEDE 435.) Supervised clinical experience in an early childhood setting. Observation and participation in a classroom setting is required with a focus on math and science learning experiences, materials and equipment. Seminars and group discussions included.

AEDE 436P Practicum in Teaching Social Studies and Creative Arts in Early Childhood Education. (1). (Prereq: AEDC 310, admission to Professional Program in Education or permission of education advisor; coreq: AEDE 436). Supervised clinical experiences in an early childhood setting. Observation and participation in classroom setting is required, with a focus on social studies, creative art learning experiences, materials and equipment. Seminars and group discussions included.

AEDE 544P Practicum in Teaching Language Arts, Communication Skills and Critical Thinking in Early Childhood Education. (1) (AEDC 310; admission to Professional Program in Education or permission of education advisor; coreq: AEDE 544). Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required, with a focus on language, communication, and critical thinking skills, learning experiences, materials, and equipment. Seminars and group discussions included.

B. Intended Audience: This course is intended for students formally admitted to the Professional Program in Early Childhood Education, individuals seeking to add Early Childhood certification, or individuals having special permission of his/her education academic advisor.

## II. Course Goals and Objectives

### A. General Goals

This course is designed to provide pre-service teacher candidates with supervised practical and applied experiences in teaching math and science. The goal of this course is for the candidate to be able to observe, plan and implement educational strategies in teaching math, science, social studies, creative arts, and language arts with a focus on management of center/self-directed learning, daily planning, guiding behavior and assessment.

#### B. Instructional Objectives

Each student will:

1. Participate in meetings and discussions.
2. Develop skills for observing and managing the learning environment.
3. Plan and implement whole group and/or small group lessons.
4. Evaluate personal instructional capabilities and assessment strategies, together with the cooperating teacher and university supervisor. .
5. Develop authentic assessment strategies.
6. Spend at least 75 hours in a PreK-3 grade classroom, under supervision.

#### III. Course Readings

##### A. Text

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ela/index.html>

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/science/index.html>

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/math/index.html>

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ss/index.html>

##### B. Supplemental Readings

#### IV. Instructional Procedures

Candidates will participate in a practicum classroom setting. The candidate will work with the cooperating teacher to complete all assignments.

#### V. Course Requirements

##### A. Administrative Requirements

1. Students are expected to work professionally and independently in meeting the planned schedule at the assigned school. Time sheet documentation is required for the course.
2. Assignments are due on dates specified at the beginning of class. Assignments turned in after the beginning of class will not be awarded the full point value.
3. Students will sign the USC Aiken Honor Pledge on all graded academic work certifying that no unauthorized assistance has been received or given to complete the work.

4. If you have a learning or physical disability which might affect your performance in this class, please contact the Office of Disability Services as soon as possible. Once an evaluation has been made, appropriate accommodations will be determined.

5. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult you USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

## B. Required Activities

--Overview of Thematic Unit, (10) Due October 14<sup>th</sup>

It will include activities that are age appropriate and include multicultural influences and address needs of exceptional children. This is a joint assignment with AEDE 544, AEDE 435 and AEDE 436. The topic for this unit cannot be a holiday. The overview should include a weeklong overview of what lessons you'll be doing for every subject over a five day week. The objective, SC standard (abbreviations are fine), very brief statement about the procedure, and the assessment.

--Weekly Progress Reports (10) Due each Tuesday (electronically)

Need to submit your progress report for the one to three students you are working with in small groups each week during your practicum on Wednesdays. Please submit the report to [melanyr@usca.edu](mailto:melanyr@usca.edu) saved with your last name and progress report number (ex. Save document for week one as **Smith Progress Report One**).

--Clinical Disposition Evaluation Form to be completed by cooperating teacher. (5)

----\* Teacher Work Sample (15) Portions of the Work Sample will be completed throughout the semester, but completed Work Sample Due December 4<sup>th</sup>

### **PRACTICUM NOTEBOOK**

The following assignments will be placed in a practicum notebook (3 ring binder). DO NOT USE PROTECTIVE PLASTIC SLEEVES!!! Each section should be clearly labeled with dividers (even sticky notes neatly showing each section will suffice).

--Each student will be assigned to a classroom with a cooperating teacher. You are required to be at your practicum site every Wednesday from 8:00am until 12:05pm and later in the semester on Tuesdays and Thursdays during the same time as signified in your AEDE 435, AEDE 436, and AEDE 544 syllabi under course schedules. If you must miss a day of your practicum, you will need to contact your cooperating teacher and me to let us know that you will not be there. Demonstrate professional behaviors, be punctual for all scheduled observations and record visits on time sheet—minimum of 75 hours

required. All time sheets MUST be filled in using a pen (not pencil). Any changes of times or crossed out times must be initialed by your cooperating teacher. Time sheet must be signed by cooperating teacher. (15) ***Include in Practicum Notebook*** Due December 4<sup>th</sup>

--Develop and present at least five lessons (one in math, one in science, one in social studies, and two in language arts) to your practicum class. **LESSON PLANS MUST BE APPROVED BY THE COOPERATING TEACHER PRIOR TO INSTRUCTION!** The university supervisor will observe and evaluate two lessons. The cooperating teacher will observe and evaluate two lessons. The student will complete a self reflection for each lesson reflecting on three to four aspects of the ADEPT Performance Indicators, as well as things you did well and things you would do differently next time (this should be at least one page in length, but not more than two pages). Be sure to include the graded lesson, the evaluation completed by observer, and the self-evaluation for each lesson. Also need to include assessments from students performance for each lesson taught. Organize this in a practicum notebook. (15) ***Include in Practicum Notebook*** Due September 18<sup>th</sup> and December 4<sup>th</sup>

--The candidate will plan and implement a thematic unit. At least one lesson from each content area will be implemented during the thematic unit. If an evaluation is completed by cooperating teacher or university supervisor then include it along with your self reflection for each lesson. Self reflection for each lesson will reflect on three to four aspects of the ADEPT Performance Indicators, as well as things you did well and things you would do differently next time (this should be at least one page in length, but not more than two pages). Also need to include assessments from students performance for each lesson taught. Include this in your practicum notebook. (15) ***Include in Practicum Notebook*** Due December 4<sup>th</sup>

--\* Self-Reflection of Video-taped Lesson. One of the lessons taught during your thematic unit will be videotaped by Dr. Rish. Candidates will review their lesson and complete a self-reflection subsequent to watching the video. This self reflection will be more detailed than all the others—what did you notice after watching the video that you were not aware of before? The reflection should include reflections on Performance Indicators two through ten, as well as what you did well and what you would change next time you taught the lesson. Dr. Rish will not conference with you about this lesson, but will return her evaluation after grading this reflection. (10) ***Include in Practicum Notebook*** Due December 4<sup>th</sup>

Addressed questions related to PD3--PD9—4 pts.

Self reflection—2 pts.

Strengths and weaknesses—3 pts.

Spelling/Grammar/Structure—1 pt.

--Use of Technology: Candidate must use technology related to practicum class. Candidate will turn in evidence of technology used. (5) ***Include in Practicum Notebook*** Due December 4<sup>th</sup>

**\* Rubric**

VI. Evaluation and Grading Scale

A 100-95 B+ 94-90 B 89-85 C+ 84-80 C 79-75 D 74-70 F 69 and below