



Practicum in Teaching Social Studies in the Elementary School AEDL 443P

Mission Statement: The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

Instructor: Dr. Tim Lintner Office: 206 B&E Telephone: 803-641-3564 Office Hours: As posted or by appointment	Meeting Time: M: 12:30-1:30 Meeting Place: Lever Elementary Email: tlintner@usca.edu
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I. Descriptive Information

- A. AEDL 443P. Practicum in Teaching Social Studies in the Elementary School
- B. Catalog Description (1 hr.) (Prereq: Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 443, Senior Block) Supervised clinical experience in an elementary education classroom. Observations and participation in a classroom setting are required with a focus on social studies learning experiences, materials and equipment. Seminars and group discussion included.
- C. Intended Audience: Elementary education majors and others seeking certification in elementary education.

II. Course Goals and Objectives

- A. General Goals

The goal of the course is to provide directed, clinical observations in elementary social studies education that allows the student to study and reflect upon the elementary social studies curriculum and the environment in which it is developed and implemented. This practicum provides students an opportunity to become more actively involved in classroom instruction through assisting the classroom teacher and teaching two lessons.

III. Course Readings:

- A. Required Text:
USCA ADEPT Manual (online), www.usca.sc.edu/education → handbooks and manuals → ADEPT Handbook

IV. Instructional Procedures:

A variety of instructional approaches will be utilized, but the basis for instruction is direct observation and participation in an assigned clinical setting. Specific methods used will include discussion, observation and reflection, written papers, lesson design, implementation and analysis.

V. Course Requirements:

A. Administrative Requirements:

- Verification of field experience. This course requires a minimum of 20 hours of field experience. To receive credit in the course, **all 20 hours must be completed and documented.** The instructor will provide a time sheet for each student. At the end of each observation period, the student is to record the date and time of the visit as well as the nature of the activities during the visit. Both the student and the cooperating

teacher must sign the time sheet to verify each classroom visit. A “backup” copy of the time sheet is recommended. The time sheet must be turned in to get credit in this course.

- Late Assignments: No late assignments are accepted.
- Attendance Policy: As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence.
- Honor Code. Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association*.
- The following statement is to be included on the first page of every assignment.

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment.

Signature _____ Date _____

- USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals. For example, please switch all cell phones and pagers to a non-audio mode during class.
- Students with Disabilities Policy: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
- **All major assignments must be typed**, including library assignments and/or technology assignments. Computers are available on campus to support your needs. Plan in advanced for potential technology problems.

B. Description of Assignments

1. Complete 20 hours of supervised observation in an elementary/middle school social studies classroom or community setting. You are not allowed to complete your 20 hours in two or three visits. Plan on approximately 2 hours per visit in order to complete the required 20 hours. **You must observe at a minimum 10 days.**
2. You are required to teach two-stand alone, standards-based social studies lessons. You are expected to collaborate with your cooperating teacher in regards to specific topics to be addressed. I would like an emailed copy of your lesson plans at least three (3) days prior to your teaching of these lessons. Your cooperating teacher will observe and evaluate both lessons – I will observe and evaluate your second lesson only.
3. You are expected to dress and act as a professional while visiting these programs. You need to check into the office of each school and receive permission, a badge, etc. to allow you access to the school.
4. During each visit, in addition to observing, you should assist the teacher whenever possible and when requested. All activities should take place within the classroom under the direct supervision of the teacher. Examples of assistance which you might provide are working with individuals or small groups of students completing seatwork or hands-on activities, grading quizzes, tutoring students who need additional help, or participating in class discussions where appropriate. Under NO circumstances should you be left alone in the classroom with the students.

5. Analysis of first lesson.
 - a). The lesson plan will be developed and approved in AEDL 443.
 - b). A reflection paper (of approximately 3-5 pages) will be completed for the first lesson.
 - c). An evaluation will be completed by the cooperating teacher.

6. Analysis of a second lesson observed by the university supervisor.
 - a) The lesson plan will be developed and approved in AEDL 443.
 - b) A reflection paper (of approximately 4-6 pages) will be completed for the second lesson.
 - c) An evaluation will be completed by the cooperating teacher.
 - d) An AEDPT evaluation of the lesson will be completed by the university supervisor.

Reflection papers should include the following:

Content – (Did you know your content? How could you tell? Were you “rusty” in spots? Were you stumped by a student’s content question?)

Instructional Strategies – (What instructional strategies did you use? Were they effective? How could you tell? If you had to do the lesson over again, would you use the exact same instructional strategies? Which ones would you add/delete?)

Assessment -- (What form(s) –informal and/or formal – of assessment(s) did you use? How could you tell students were understanding – or not – your lesson? Did you change your lesson due to your informal assessments?)

Management – (Did you have any management issues? Did you feel confident in your management abilities? What management issues did you address? Which ones did you not?)

Accommodations and/or Modifications – (Did you make any accommodations or modifications to your lesson either due to special needs students, individual learning styles, students unable to grasp the concept you presented?)

Your reflection papers are due 24 hours after you have taught your lesson. They are to be sent electronically via email attachment. A whole letter grade will be deducted for each subsequent day late.

If you perform one of your practicum lessons on a Friday, your reflection is still due within 24 hours. There is no extension given over the weekend.

6. You will be required to participate in the *Geography First!* partnership between USCA and J.D. Lever Elementary. You will be asked to teach two, 30-45 minute geography lessons in a select first grade classroom at Lever Elementary. The dates and time of your lessons will be determined.

I will work in close contact with you in the design and development of this lesson. It is to be standards-based and age-appropriate. A lesson plan (or series of lesson plans) are required prior to your instruction date. A wealth of geography-related materials and ideas are available to you. It is up to you to seek these out. I will provide you with a cursory list of topics that are applicable to the first grade geography standards. You can then decide what topic you choose to teach. I am requesting that you provide me with a fairly comprehensive outline of what you will be teaching at least one week prior to instruction. Under no means will you be allowed to teach your lesson without my consultation.

7. Professional behavior and dress are expected at all times. Be sure to keep the following suggestions in mind:
 - a) Remember that you are a guest in the classroom of your cooperating teacher. Visits should be arranged with the teacher in advance. Do not drop in! Be on time and be seated in a prearranged place in the room prior to the beginning of class. Notify the teacher as soon as possible if you are going to miss a scheduled observation.
 - b) Decide with your cooperating teacher who will keep your time sheet. It is your responsibility to return the sheet to the course instructor when you turn in your notebook and paper.

- c) The nature of your interactions with the cooperating teacher, the students, the other staff and faculty at your host school, and the course instructor are components of your professionalism. Your behavior should be above reproach.
- d) At no time are your observations to be discussed with anyone outside of the context of this course. Even within the context of class discussion, please avoid comments, which would result in the identification of particular teachers or students.

Evaluation and Grading Scale

Listed below are the areas of student performance that will provide the basis for assessment in the course.

- 1. Completion and documentation of 20 hours in the classroom and class attendance and participation..... 50 pts
- 2. Analysis of lesson 1..... 100 pts
- 3. Analysis of lesson 2..... 100 pts

Grading Scale:

93-100%= 233-250 pts = A	90-92% = 225-232 pts = B+	85-89% = 213-224 pts = B
80-84% = 200-212 pts = C+	77-79% = 193-211 pts = C	74-76% = 185-192 pts = D+
70-73% = 175-184 pts = D	<70% = below 174 = F	

Course Schedule

Week of September 1	Classroom observations	
Week of September 8	Classroom observations	
Week of September 15	Classroom observations	
Week of September 22	Classroom observations	
Week of September 29	Classroom observations	<i>First lesson taught</i>
Week of October 6	Classroom observations	<i>First lesson taught</i>
Week of October 13	Classroom observations	
Week of October 20	Classroom observations	
Week of October 27	Classroom observations	
Week of November 3	Classroom observations	
Week of November 10	Classroom observations	
Week of November 17	Classroom observations	
Week of November 24	Classroom observations:	<i>Dr. Lintner observes second lesson</i>
Week of December 1	Classroom observations:	<i>Dr. Lintner observes second lesson</i>

Lesson Observation Form
First Lesson
(To be completed by the Cooperating Teacher)

Student: _____ Date of Lesson: _____

Grade Level: _____ Subject: _____

1) Did the students appear to be: (circle one)

Very Interested				Not at all interested
4	3	2		1

Comments: _____

2) Were the students: (check one)

- _____ a) actively involved (Did they interact with the subject materials, utilize concrete manipulatives, make presentations, discuss with each other and the teacher, etc?)
- _____ b) passively involved (Did they mostly listen to lecture and/or watch demonstrations or audio-visual presentations and take notes for future study, or do cookbook lab experiments to obtain prescribed results?)

Comments: _____

3) What instructional mode was employed? (Check all that apply)

- | | | |
|---------------------|-----------------------------|-----------------------------|
| _____ lecture | _____ teacher demonstration | _____ lab discussion |
| _____ small group | _____ class discussion | _____ student presentations |
| _____ manipulatives | _____ experiment/lab | _____ other (specify) |

Comments: _____

4) Did he/she present the information in a clear and logical manner that all students should be able to understand? (Circle one)

Yes			No
4	3	2	1

Comments: _____

5) Did the instruction clearly illustrate the usefulness of the information being presented in terms that an interested lay person could be able to understand? (Circle one)

Yes			No
4	3	2	1

Comments: _____

6) Did he/she maintain eye contact with the members of the class? (Circle one)

Yes			No
4	3	2	1

Comments: _____

7) Did he/she speak in a clear, audible voice? (Circle one)

Yes			No
4	3	2	1

Comments: _____

8) When asking questions, approximately how many seconds did he/she wait for a student to respond before making a comment? (Circle one)

4 sec. or more	3-4 sec	2-3 sec	1-2 sec	less than 1 sec
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Comments: _____

9) Were the students aware of the curriculum standard being addressed during the lesson? (Check one)

_____ yes _____ no

Comments: _____

- 10) How effectively did he/she use the following instructional aids? (If the chalkboard was used, did he/she write clearly and make the letters/numbers large enough to be read from the back of the room?)

Circle one per item used:

Item Used	Very effectively:			Not Effectively
Chalkboard	4	3	2	1
Overhead projector	4	3	2	1
Slides	4	3	2	1
Video	4	3	2	1
Computer	4	3	2	1
LCD Projector	4	3	2	1
SMART Board	4	3	2	1
Other: (specify)	4	3	2	1

Comments: _____

- 11) What techniques did he/she employ to assess student comprehension during the lesson? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Asked open-ended questions
<input type="checkbox"/> Used written quiz
<input type="checkbox"/> Gave students an opportunity to recall previous information and relate it to the lesson.
<input type="checkbox"/> Used a student sheet | <input type="checkbox"/> Asked objective, closed questions
<input type="checkbox"/> Asked students to summarize the lesson
<input type="checkbox"/> Listened in on discussions or small group sessions
<input type="checkbox"/> Other (specify) |
|---|--|

Comments: _____

- 12) Did he/she summarize the lesson at the end of the class session and relate it to homework assignments, the upcoming lesson, etc.? (check one)

yes no

Comments: _____

- 13) Describe the classroom management during the lesson:

- 14) Please provide any additional comments below and on the back.

