

AEDS 447P: PRACTICUM IN SECONDARY SCHOOL ENGLISH
FALL SEMESTER 2008

Instructor: Carol F. Armstrong
PM

e-mail address: carolarms@bellsouth.net

Telephone: 803-279-8231 (H)
706-830-6984 (C)

Meeting Time: W 11:25A M - 12:40

Meeting Place: Rm. 131 BSED

Office Hours: as arranged

I. Descriptive Information

A. Course AEDS 447P, Practicum in Secondary School English

B. Prereq. AEDS 310 and AEDS 460; Coreq: AEDS 446 or appropriate secondary methods course (AEDS 447, AEDS 449, AEDS 450 or AEDS 453). This course will focus on classroom management, communication, the exceptional learner and models of teaching derived from various schools of psychology. The student is required to work in the public schools and possibly in community based programs.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to planning, instructing, managing a classroom, and growing professionally.

II. Course Goals and Objectives

A. Course Goals

The goal of the course is to provide directed, clinical experiences in a secondary classroom that allow the student to study and reflect upon characteristics of the classroom environment that facilitate implementation of instruction. The Advanced Practicum, the last in the sequence of three practica prior to the teaching internship, builds upon the experiences in the prerequisite courses, AEDC 310 and AEDS 460, by providing students an opportunity to become an active participant in all areas of classroom teaching including whole class instruction, small group learning and individualization of instruction to address student differences, and extracurricular activities.

B. Instructional Objectives

Each student will demonstrate:

1. competence in techniques of classroom management and discipline in a secondary classroom.
2. competence in developing, implementing, and evaluating lessons using varying teaching approaches.
3. competence in addressing student diversity by using varying teaching techniques and by working effectively with students in small groups as well as one-to-one.
4. an ability to interact effectively and to participate in extracurricular activities.
5. an ability to critique and reflect upon his/her teaching.
6. an ability to clearly communicate (in writing and verbally) concepts in the content area.

III. Course Readings

A. Required Text: USCA ADEPT Manual

B. Supplemental Texts: as assigned

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 observation and reflection, journal writing, lesson presentations, and direct participation in student activities.

V. Course Requirements

A. Administrative Requirements

1. Verification of field experience. This course requires a minimum of 40 hours of field experience. To receive credit in the course, all 40 hours must be completed and documented. The instructor will provide a time sheet for each student. Practicum students **MUST VISIT THEIR SCHOOLS AT LEAST ONCE A WEEK , BEGINNING IMMEDIATELY UPON ASSIGNMENT!!** At the end of each visit, 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.
2. Students will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
3. All materials including the notebook, synthesis paper, and time sheet will be due at the regular class meeting time of the last day of class.
4. If you have a physical, psychological, and/or learning disability that could affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
5. Your instructor values good writing in all aspects of the course. If you demonstrate poor writing skills, you will be referred to Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of the Writing Room, or you may elect to consult with them independently.

B. Required Activities

1. Complete a minimum of 40 hours of supervised field experience in the secondary classroom. The breakdown of hours to be spent in different types of activities is listed below: Observation of cooperating teacher and/or other classroom teachers - 10 hours; planning and teaching 6 to 8 lessons, including appropriate assessments – 6 to 8 hours; working with small groups or individual students – 3 to 5 hours; attending extracurricular activities – 3 to 4 hours; observation of Applied Academics (formerly Tech Prep) lessons 2 to 4 hours.
2. Each student must create and maintain a notebook during the practicum in which various types of documentation are preserved. Examples of types of information to be placed in the notebook include: South Carolina Standards based lesson plans (further description will be forthcoming), summaries of lessons observed or activities as well as responses to or comments about each of the observations or activities, evaluations of the student's lessons. Immediately after (or during) each activity, students are also to record reflections about their experiences in the classroom. Names of teachers and students are not to be included in these notes. The quality of the notebook should reflect the amount of time, effort and thought that the student has put into the practicum experience. "Skimpy" notebooks will result in lower grades.

3. Six lessons must be developed, taught before a whole class, and assessed. **ALL LESSON PLANS MUST BE APPROVED AND INITIALED BY THE COOPERATING TEACHER BEFORE THE LESSONS ARE PRESENTED!** Copies of these plans are to be included in the notebook. Students are expected to vary the teaching techniques used in the lessons to facilitate diverse student needs and instruction for varying sizes of student groups. Following each of the six lessons, each student is expected to evaluate his/her teaching using the ADEPT Manual as a guide. The instructor will observe at least one lesson (possibly more). Students must schedule the observation at least one week prior to the presentation of the lesson. Feedback from the university instructor will be provided to the student as soon as possible after the date on which the lesson was observed. Both the student's and the instructor's (to include evaluations by the CT and/or the US as they are conducted) evaluations of lessons are to be placed in the student's practicum notebook.

4. As indicated below, a percentage of the course grade is based upon the student's professional behavior and dress. In extreme cases, additional points may be deducted. Be sure to keep in mind the following suggestions:

- a. You are a guest in the classroom of your cooperating teacher. Your work and teaching in the classroom should fit the teacher's planned curriculum. To facilitate this, plan ahead! Do not procrastinate. Schedule your teaching and other activities as soon as possible. Be sure to make advance arrangements with the cooperating teacher for each activity and contact the teacher immediately if you are unable to attend. Never "drop in."
- b. Spend as much time as possible observing and working with the cooperating teacher and the students. No amount of "book learning" can substitute for these hands-on classroom experiences.
- c. Discuss with your teacher the faculty dress code for the school and dress appropriately.
- d. Discuss with your teacher the visitor policy for the specific cooperating school. Follow the policy without exception.
- e. At no time are your observations or activities in the cooperating school 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.

5. Each student will arrange for one of his/her lessons to be videotaped as the cooperating teacher is conducting a live observation; the student must then view the tape and write an evaluative review of the performance. The student will present the tape itself, his/her own evaluation of it, and the evaluation done by the CT to the instructor who will view the taped lesson and respond to the self-evaluation done by the practicum student. **YOU MUST PRESENT YOUR TAPE ON A REGULAR VHS FORMAT CASSETTE; ANY OTHER SIZE WILL BE UNACCEPTABLE.** (Further explanation of all this – I promise!!)

VI. Evaluation and Grading Scale:

Listed below is a breakdown of the types of activities required and the grade weightings:

- Observe at least fifteen full-length classes taught by cooperating teacher or qualified substitute.....20%
2. Develop, teach, and evaluate six /eight ADEPT lessons30%
3. Work at least three hours with individual or small groups of students.....15%
4. Participate in a maximum of three hours in extracurricular activities..... 05%
5. Observe 2 – 4 tech prep (Applied Academics) classes..... 05%
6. Videotape of one lesson, with self-evaluation and CT evaluation..... 20%
7. Demonstrate professional behavior at all times.....05%

Failure to complete and document the required total of 40 hours as well as the minimum number of hours in each category will result in failure in the course.

Course grades will be based upon **SUCCESSFUL COMPLETION AND DOCUMENTATION** of the 40 hours of field experience and the exhibition of appropriate professional behaviors. The following scale will be used:

- 93-100%=A
- 90-92%=B+
- 87-89%=B
- 82-86%=C+
- 78-81%=C
- 74-77%=D+
- 70-73%=D
- <70% =F

VII. Course Schedule

After initial contact is made with the cooperating teacher, the scheduling of visits to the classes should be worked out between the student and the cooperating teacher. The student should always keep in mind the expectations concerning professional behavior described above. The scheduling of lesson observations by the instructor must be done in advance and coordinated with the cooperating teacher and the university supervisor. Students should also maintain contact with the instructor to determine times of other scheduled events or possible changes in the calendar.