

AEDC 310
Observation and Analysis in the Clinical Setting
Spring 2009

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Section 001 Friday 11:00 – 12:15
Section 002 Tuesday 9:25 – 10:40
Section 003 Thursday 9:25 – 10:40
Office Hours: By appointment

I. Descriptive Information

- A. Number and Title of Course:
AEDC 310, Observation and Analysis in the Clinical Setting
- B. Catalog Description: (1) The observation and analysis of methods of techniques used in classroom management. Sophomore standing required.
Intended Audience: This course is intended for all education majors.

II. Course Goals and Objectives:

- A. General Goals:
To provide students majoring in education with realistic developmental observations of public school procedures and interactions between all components of the learning process: the learner, the teacher, and the school structure.
- B. Instructional Objectives:
 - 1. The candidate will develop an understanding of the components of teaching effectiveness by observing different developmental age levels (primary, elementary, middle school and/or high school) and by completing structured assignments for each observation while encountering diverse and exceptional learners.
 - 2. The candidate will observe, analyze, and reflect upon:
 - a. the teacher as **planner**: the understanding and observation of challenging and interesting lessons, the use of technology, and evidence of a positive learning climate
 - b. the teacher as **instructor**: the understanding and observation of the provision for instructional variety, evidence of active learning, creative approaches to teaching, and competent knowledge of content
 - c. the teacher as **manager**: the understanding and observation of effective management of classroom activities, classroom rules, treatment of students, minimization of class disruption and maximization of instructional time
 - d. the teacher as **communicator**: the understanding and observation of clear objectives, positive relationship with students, students who understand the assignments
 - e. the teacher as **professional**: the understanding and observation of the treatment of students with respect and a teacher as a positive role model
 - 3. The candidate will complete a reflection/observation rubric activity of the dynamic educator.
 - 4. The student will provide evidence of observations at different age groups (primary, elementary, middle, and/or high) with written observations, time sheets, and evaluations signed by cooperating teachers.

III. Course Readings

USCA School of Education Conceptual Framework

<http://www.usca.edu/education/framework.html>

IV. Instructional Procedures

Teaching strategies used to address course content include cooperative group activities, discussion, lecture, and field experiences.

V. Course Requirements

A. Administrative Requirements:

1. Procedures for entering public schools should be strictly followed. Do not enter the public schools without prior approval from the instructor. Failure to adhere to this policy may result in your being unable to successfully complete course requirements.
2. Follow established professional standards of dress while observing in a school.
3. Attendance and punctuality are expected at all classes and scheduled observations. This is vital for your professional development and models the kind of teacher behavior expected by the USCA School of Education. Telephone the school and your instructor if you are unable to attend or will be late for a class or observation due to serious illness or emergency.
4. Follow established guidelines for professional conduct, as well as classroom and school policies such as reporting to the school office and reporting at specified times/dates. On each visit, go to the main front office and sign in.
5. Follow established professional standards of ethics related to confidentiality of information and individuals. Neither student nor teacher names will be recorded in notes or in discussions outside this professional teacher education course.
6. Be seated at the beginning of the observation period (confer with the classroom teacher regarding appropriate seating) and remain until an unobtrusive time to exit. Some observations may take place outside the regular classroom, such as the playground or library. If a substitute is present, the scheduled observation may continue.
7. Be responsible for being present at all observations, for securing the teacher's signature on the time sheet, and for securing the teacher's evaluation on the form provided.
8. If you miss an observation, you must reschedule it with the teacher.
9. Complete all assignments during assigned dates.
10. 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 B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
11. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in our rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

B. Required Activities:

1. Complete 20 hours of observations in your assigned school(s). You will observe for one full school day (8 hours) plus 12 hours in weekly observations at different grade levels or with different teachers. **BE SURE THAT YOUR TOTAL NUMBER OF HOURS ADDS UP TO 20 hours! You cannot satisfactorily complete the course with less than 20 hours.**

2. Develop an observation notebook that focuses on the five elements of the Dynamic Educator from the School of Education Conceptual Framework and including your general observations. (More explanation given in class.)

One tab for each placement.

Your notebook should be specific about what you are observing and what you observed.

You will also make a **final entry** at each placement that reflects on and summarizes your expectations at that level. At each of the two placements observe, analyze and reflect upon:

<p>the teacher as planner: the understanding and observation of</p> <ul style="list-style-type: none">• challenging and interesting lessons• the use of technology• evidence of a positive learning climate• variety of methodological techniques <p>What have you learned about the teacher as planner?</p>
<p>the teacher as instructor: the understanding and observation of</p> <ul style="list-style-type: none">• clear and logical delivery• a creative approach to teaching• a variety of strategies used to meet diverse needs• evidence of active learning• competent knowledge of content <p>What have you learned about appropriate teaching techniques and teacher as instructor?</p>
<p>the teacher as manager: the understanding and observation of</p> <ul style="list-style-type: none">• effective management of classroom activities• classroom rules• positive treatment of students• minimization of class disruption and maximization of instructional time• consideration, fairness, and patience <p>What have you learned about the teacher as manager?</p>
<p>the teacher as communicator: the understanding and observation of</p> <ul style="list-style-type: none">• clear objectives• positive relationship with students• students who understand the assignments• a teacher who uses and speaks standard English <p>What have you learned about the teacher as communicator?</p>

the teacher as **professional**: the understanding and observation of

- treatment of students with respect
- dedication to the teaching profession
- patience and enthusiasm for teaching

What have you learned about becoming a professional teacher?

3. Full Day observation (tab)

Observe, analyze and reflect on:

- the physical setting
- the schedule of classes and activities
- routines and transitions during the day
- students of different cultural and linguistic backgrounds and with exceptionalities

Artifact (tab) on the observation experience. (This is to be saved by you to add to your student internship portfolio!!! More explanation will be provided in class.

ENTIRE NOTEBOOK DUE NO LATER THAN:

Section 001: Friday, 24 April 09

Section 002: Tuesday, 21 April 09

Section 003: Thursday, 23 April 09

Prepare a **3-ring soft-cover binder** in the following format:

Title page with name, signed honor code, course number, course name, date, and instructor's name.

You will have **7** tabbed sections:

- A. One tab for presentation of collected **demographic information** for your school(s):
 1. Knowledge of community, school, and classroom factors.
 2. Knowledge of characteristics of students.
 3. Knowledge of students' skills and prior learning.(10 points)
- B. One tab observations for **Teacher A** (25 points). Includes all elements of Dynamic Educator and summary.
- C. One tab observations for **Teacher B** (25 points). Includes all elements of Dynamic Educator and summary.
- C. One section labeled: **Full-day** Observation. (10 points)
- E. One section labeled: **Time** Sheets. Time Sheets will be placed in your advisement folder. Make sure they are signed by cooperating teacher on each visit. (10 points)
- F. One section labeled: **Artifact** (20 points)—Your description of what a Dynamic Educator should demonstrate. Your description should be at least two full pages, typed with double-spacing.
- G. One section labeled: **Exam**: (10 points)
(answer both questions completely)

1. How has this experience influenced my views of my prospective career choice?
2. What was my most important and most memorable lesson learned?

Each response should be at least one full page, typed with double-spacing but not more than two full pages.

VI. Evaluation and Grading Scale

Course credit will be contingent upon completion of the observation periods and one full-day period of observation totaling 20 hours.

Points will be deducted for assignments not handed in on time and for spelling, writing and grammatical errors!

Grading Scale:

A-----90-100	C-----70-76
B+-----87-89	D-----60-69
B-----80-86	F-----Below 60
C+-----77-79	

Meeting Times:

Section 001: meets Friday in B&E 138

Section 002: meets Tuesday in B&E 135

Section 003: meets Thursday in B&E 136

Four meeting times during the semester:

<u>Section 001</u>	<u>Section 002</u>	<u>Section 003</u>
16 Jan 09	13 Jan 09	15 Jan 09
23 Jan 09	20 Jan 09	22 Jan 09
20 Mar 09	17 Mar 09	19 Mar 09
24 Apr 09	21 Apr 09	23 Apr 09

I expect an email from you by **16 March 2009** briefly telling me about your placements and how many hours you have observed.