

AEDR 420 P
Practicum in Reading – ELE
Spring 2009

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Meeting Time: **W** 11:30-1:30 OWES

I. Descriptive Information

- A. AEDR 420P - Practicum in Reading
- B. Catalog Description: (1) (Prerequisite: AEDC 310; co-requisite: AEDR 420). This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.
- C. Intended Audience: Candidates enrolled in this course have been admitted to the Professional Program in the School of Education and are majoring in elementary education or special education and are enrolled in the junior block.
- D. Dynamic Educator
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 as one who plans, instructs, manages, communicates and grows professionally.

II. Course Goals and Objectives

- A. General Goal: To interact on a weekly basis with the assigned cooperating teacher and the students within the class and observe reading instruction in an elementary classroom and assist the teacher with reading instruction across the curriculum as well as conduct reading and writing lessons.
- B. Instructional Objectives:
Each candidate will:
 - 1. Observe reading & language arts instruction in the elementary classroom.
 - 2. Assist in the classroom as directed by the cooperating teacher during reading & language arts instruction.
 - 3. Plan and implement reading & language arts lessons that are aligned to the SC English Language Arts Curriculum Standards.
 - 4. Demonstrate the ability to match content, objectives, strategies, and materials that are appropriate for elementary readers.
 - 5. Obtain feedback and coaching on the development of teaching techniques that enhance the reading and writing abilities of elementary students.
 - 6. Observe and model strategies readers can use to discover meaning from print and to monitor their own comprehension.
 - 7. Interact with elementary students and collaborate with teachers and school personnel.
 - 8. Observe various approaches to reading instruction: literature-based, language experience, basal, and whole language.

9. Examine the availability and arrangement of trade books in the classroom and observe techniques to motivate students to read independently.

III. Course Readings

A. Required Text: (Same as AEDR 420)

Nametags MUST be ordered and purchased at the USCA Bookstore for \$12.00 approximately. Candidates are required to wear nametags during visits in the K-12 schools for the next 3 semesters.

IV. **Instructional Procedures:** Instructional procedures include observations, writing lesson plans, teaching lessons, and writing reflections.

V. Course Requirements

A. Administrative Requirements:

1. Attendance is expected at all classes scheduled. The candidate will visit the school on the dates designated below and will complete a minimum of **30 hours** in the classroom. In the event of an absence, the candidate must notify the cooperating teacher in advance. Points will be deducted from the final grade for unexcused absences.

Inclement Weather – On days that you are assigned to be in the schools, adhere to the schedule of the Aiken County Schools. This information can be accessed at: www.aiken.k12.sc.us On days that you are assigned to be on campus, adhere to the USCA schedule which can be accessed at: www.usca.edu

2. Students with Disabilities: 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.

3. Academic Honesty: The School of Education adheres to the USCA Academic Code of Conduct (see the USCA Student Handbook for a full version). Any breach of this code can result in a zero for that assignment and can result in a failing grade in the course. Failure to record the dates and times of school visitations accurately on the time sheet is considered a violation of academic integrity.

4. Candidates will sign the USCA HONOR CODE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USCA Student Handbook. A breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Honor Code: The following statement should appear on all assignments: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.*

Signature

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 your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

Guidelines for Working with the Cooperating Teacher

There will be a need to speak with the cooperating teacher regarding assignments. It should be kept in mind that the cooperating teacher's first priority is the instruction of students. It may be necessary to make arrangements to speak with the cooperating teacher during the planning period.

The cooperating teacher's instructional time is not to be disrupted or monopolized by the practicum student. The teacher's time is valuable. Conversations are to be brief and to the point.

The cooperating teacher and candidate need to discuss the intended lessons to insure that they are appropriate for the students, blend with the ongoing reading instruction, and support the SC Curriculum Standards. The cooperating teacher needs to review and approve the lesson plan in advance of the date it is taught.

When the candidate is not actively engaged in the course assignments, she/he is to provide assistance in the classroom as directed by the cooperating teacher.

It is the responsibility of the candidate to provide consumable materials (worksheets, transparencies, etc.) used in her/his lessons. Due to budgetary restrictions, candidates are not to use the school facilities to photocopy or make instructional materials.

B. Required Activities

1. Grade Level State Standards (due Jan. 29):

The SC Curriculum Standards (all subjects) should be printed for the grade level of the reading practicum placement. These standards can be accessed at <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/index.html>

2. Full Day Experience Report (due Feb. 4):

The candidate will spend one full school day observing in the assigned public school classroom (7:15 a.m - 2:45 p.m.). The full day observation is to be completed during the first month of school visits. Following the observation, the candidate will write a summary/reflection on each of the following topics:

a. Classroom Environment - Draw a map/take pictures of the classroom. Provide a written description of the different areas in the classroom and how each area is used. Describe any routines, rituals, and/or procedures you see.

b. Classroom Community – Pay close attention to the classroom community. How do the participants in the classroom interact both socially and academically? Describe the relationship between the students and their teacher.

c. Reading Instruction and Materials - Observe reading/language arts lessons taught by your cooperating teacher. Note the type of materials selected by the teacher, how he/she engages the students, how he/she guides their reading, and checks for understanding. Describe how students are grouped during reading/language arts instruction. How is the teacher addressing the literacy needs of all students?

d. Classroom Library – Are trade books on display and available to students for personal use in the classroom? If so, describe the books in terms of number, range of difficulty levels, and genre. Does this classroom appear to be a place in which students have an opportunity to use trade books as part of their learning experience? What are the procedures for accessing books?

e. Class Schedule - In outline format, present the class schedule on the day you observed. A photocopy of the teacher's printed schedule may be attached if it is available.

f. Reflection - Reflect and comment on your full day experience. What did you like that you would consider implementing in your own classroom? What did you think you could address more effectively and how would you address it? What was the most valuable lesson you learned about becoming a teacher?

3. Conversation Transcripts and Reflection (due Feb. 19):

For this assignment, you will collaborate with your cooperating teacher to choose a text that enhances content area instruction (math, science, social studies). You will read the text and engage students in a conversation of the content material as it relates to the text you shared.

You will tape (audio or video) the conversation, transcribe, and reflect based on what you are learning about literature conversations in AEDR 420. On February 19, you will turn in one document that includes the bibliographic information (APA format) of the text you read, the transcript of your conversation with the students and your reflection.

Guiding Questions for your reflection:

How did you feel about the read aloud and conversation? How did it go?

How many students listened to the read aloud? How many students participated in the conversation?

Who talked the most (teacher or students)?

What content related ideas did the students explore? Who introduced the ideas (teacher or students)? Were few ideas explored deeply or were more ideas mentioned briefly?

How did this experience benefit the students?

What did you learn from this experience? What would you do differently next time?

4. Whole Class Reading Lesson (to be observed by the cooperating teacher, due Feb. 25)

For this assignment, you will collaborate with your cooperating teacher to identify an instructional objective (during your second observation week beginning Feb. 16). In class, on February 19th, you will begin writing your formal lesson plan. Between February 19th and February 24th you will get the lesson plan approved by your cooperating teacher so that you can teach the lesson on February 25th. On February 25th, you will bring an ADEPT evaluation form to give to your cooperating teacher so that he/she can provide feedback to your lesson. Following the lesson, you will write a reflection that addresses what went well in your lesson, what could have been better, and what you will do differently next time?

By March 4th, you will turn in your lesson plan, lesson reflection, and cooperating teacher feedback.

5. Whole Class Reading Strategy Lesson (to be observed by university supervisor, due April 15):

For this assignment, you will again collaborate with your cooperating teacher to identify an instructional objective based on student need and curriculum standards. You should arrange a date to teach this lesson at least 2 weeks in advance with both your cooperating teacher and with me. Your cooperating teacher MUST see and approve the lesson plan before you can teach the lesson. Your lesson plan should be submitted on Blackboard at least 24 hours in advance of your teaching. On the day of the lesson, you should bring a hard copy of your lesson plan for me. After the lesson, you will be responsible for scheduling a conference with me so that we can debrief your lesson together and I can provide feedback.

6. Informal Small Group Lesson (one week after assignment 5):

The candidate will teach a small group lesson based on a common instructional need determined by the assessment from the whole class strategy lesson.

As a teacher of readers, it is important to be able to differentiate your instruction to meet the needs of ALL learners. Therefore, during your debriefing conference with me, we will review your assessment data to identify a small group and determine an instructional objective based on the needs of the students in the classroom and the state curriculum standards. You will plan and implement a small group lesson to meet the identified instructional need. The cooperating teacher should review and approve your plan before you carry out the instruction. For this assignment, you will turn in your lesson plan and a reflection on student progress and small group as an instructional structure.

Guiding Questions for Your Reflection:

Student Progress

Why were these particular students brought together for instruction?

What did you notice about the students as readers?

What went well in your lesson? What would you do differently?

Small Group as an Instructional Structure

What was it like for you working with a small group of readers?

What did you find valuable about the small group structure? What did you find difficult?

What did you learn about yourself as an instructor of readers?

What more do you need to know to facilitate effective small group instruction?

7. Individual Reading Conferences (due Apr. 22):

During the course of the semester, you will engage in 7-10 independent reading conferences with one student. You will collect anecdotal notes about the student as a reader (you will have multiple conference forms to try or you can create your own) each time you meet with her/him. You should work with the cooperating teacher to choose a student. For the assignment, you will turn in your anecdotal records and a reflection on your student as a reader and conferring as an instructional structure.

Guiding Questions for Your Reflection:

Student as a Reader

What did you notice about the reader over time?
Did the student choose what she/he was reading?
What did the student like to read?
What was the student doing well as a reader?
How was the student struggling?

Conferring as an Instructional Structure

What was it like for you working one-on-one with a reader over a period of time?
What did you find valuable about the conference structure? What did you find difficult?
What did you learn about yourself as an instructor of readers?
What more do you need to know to facilitate effective conferences with readers?

8. Thank You Note (due Apr. 22):

Write a thank you note to your class and cooperating teacher. Deviate from the standard paper format and create an eye-catching letter worthy of display in the classroom. Present your thank you note in AEDR 420 class. You will deliver it to the school on your final visit.

8 Time Sheet (due Apr. 29)

Candidates arrival and departure times are to be entered on the time sheet and signed by the teacher on the day of each visit. Your time sheet should be turned in after your final school visit.

Candidates may also be required to sign a time sheet in the school office upon entrance and exit from the building.

VI Evaluation and Grading

Full Day Experience Report	10 points
Conversation Transcripts and Reflection	20 points
Lesson Observation – Cooperating Teacher	10 points
Lesson Observation – University Supervisor	20 points
Informal Small Group Lesson	10 points
Individual Reading Conferences	20 points
Thank You Note	5 points
Time Sheet	5 points
Total Points	100 points

Grading Scale:

100-93	A
92-90	B+
89-85	B
84-80	C+
79-75	C
74-70	D
Below 70	F