

AEDR 420 P
Practicum in Reading – SPRING 2009

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Meeting Time: Wed. 8:00 – 10:40 **ECE room 143**
Office Hours: M 11:45-12:30
Tu 1:45-3:00, Th 9:30-10:30 & by appointment

I. Descriptive Information

- A. AEDR 420 P *Practicum in Reading*
- B. Catalog Description: (1) (Prereq: AEDC 310; corequisite: 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 (+ one full day) 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 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. **One full school day is required!** (More hours are encouraged.) 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:

The candidate is to complete the following assignments and submit them according to the following schedule.

Note: Assignments will be submitted during AEDR 420 class on the dates indicated.

English Language Arts Standards

The SC English Language Arts Curriculum Standards are to be printed for the grade level of the reading practicum placement. The South Carolina Curriculum Standards are the basis for the two lessons to be taught.

<http://ed.sc.gov/agency/offices/cso/standards/ela/>

1. Mid-Term Report For this assignment, use the electronic template email it to me by **March 6, 2009**.

Guided Reading Instruction (3 points)

Observe reading/language arts lessons taught by your cooperating teacher. Note the type of material selected by the teacher, how he/she prepares the students, guides their reading, and checks comprehension. Comment on the use of narrative (fictional) and expository (factual) materials during reading instruction.

Grouping (2 points)

Describe what reading material is used for instruction.

Describe the system followed in the classroom for managing students' time during direct as well as indirect instruction. What kinds of work are students typically involved in during indirect instruction?

Trade Books (2 points)

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?

Conclusion & Reflection (3 points)

Reflect and comment on this experience. What is the most valuable lesson you have learned about literacy and becoming a teacher?

2. Formal Reading/Language Arts Lesson observed by University Professor (20)

ADEPT Plan and teach a reading language arts lessons using literacy material agreed upon by your cooperating teacher. Lesson plans are to follow the ADEPT format and include the objective, procedure, assessment, and SC Curriculum Standards.

You may use:

- Target Skill** of the week (word recognition or comprehension) or
- Vocabulary** (from basal or content area reading materials)

Lesson Observation by University Supervisor:

The lesson plan will be discussed and approved by the cooperating teacher prior to the lesson. **A copy of the lesson plan and the rubric will be presented to the university supervisor at the beginning of the observed lesson.** After the lesson, a conference will be held to discuss the strengths and weaknesses of the lesson.

3. Formal Reading/Language Arts Lesson observed by your Cooperating Teacher

Lesson Observation by Cooperating Teacher: (15 points)

Submit to me within five days after the lesson is taught

The cooperating teacher will observe your lesson. She/He will complete the yellow one-page form that you provide prior to teaching the lesson. The lesson plan will be discussed and approved by the cooperating teacher prior to the lesson. After the lesson, the cooperating teacher will provide the candidate with feedback regarding the strengths of the lesson and suggestions for improvement in the future. The candidate will write a reflection of the lesson and describe the reactions of the students. The following items are to be submitted:

1. Lesson Plan
2. Lesson Observation Form (yellow) completed by the cooperating teacher

3. Sample of student work (one or two samples if available)
4. **Reflection of Lesson Observed by Cooperating Teacher**
 - What went well?
 - Describe anything that surprised you.
 - What would you change if you were to teach this lesson again?
 - Based on this experience, what have you learned about teaching of reading?

4. TWO INFORMAL Teaching Activities: (10 points---5 pts each)

Teach at least 2 informal lessons/activities planned by you and your cooperating teacher. Formal plans are not required but you must provide feedback in a written format to me about them. Teaching (modeling) the calendar does count. Your teacher does not have to write a formal evaluation...but I will contact her/him about the extra teaching.

After teaching **each** lesson/activity, submit to me in writing the following (as a hard copy):

- Topic and date
- Explanation of the lesson/your teaching, purpose, etc.
- What went well? Surprises? What would you do differently next time?
- What do you believe the students learned?

These are due as soon as they are completed. Do not wait until the end of the semester because points will be deducted if they are done in the same week and are near the end of the semester.

5. Literacy Bag Activity presented to/with a small group of students (10 points) After these have been presented in your practicum class, you will present to our class on April 6 or April 20. You will share your book and activities and explain how the students participated or not. Critique yourself.

Points evaluated on:

- appropriate book, neatness
- 4 activities covering different reading/literacy components
- connections to SC Curriculum Standards

6. Final Reflection (20 points)

Electronic copy due by: April 20, 2009.

For this assignment, use the electronic template I will email you for this course. Use the dual entry format to record your descriptions and reflections. A work sample is provided as a model. You will be evaluated on your ability to reflect and think critically.

7. Thank-you Note (5 points) 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. Due in the Monday class: **April 13, 2009.**

8. Evaluation of Dispositions by the Cooperating Teacher (10 points)

The university supervisor will collect these evaluations directly from the cooperating teachers at the end of the semester. Candidates will have an opportunity to review this feedback provided by the cooperating teachers.

Time Sheet No credit for the class without this document!!!

Due no later than: April 27, 2009.

The arrival and departure times are to be entered on the time sheet and signed by the teacher on the day of each visit. Candidates are expected to designate a routine with specific times for arrival and departure. The cooperating teacher needs to know when to expect the candidate each week. Candidates are to schedule a minimum of 90 minutes during reading/language arts instruction and are expected to visit the school on the following dates. The full day observation may be scheduled on a day other than those listed below.

Candidates will also be required to sign a time sheet in the school office upon entrance and exit from the building. The course time sheet signed by the cooperating teacher will be used for the purpose of documentation.

Points will be deducted from the final grade at the instructor's discretion for poor attendance, failure to complete assignments on schedule, and unprofessional behavior. Grades will be assigned based upon the following scale:

ADVICE: When traveling to the schools, observe the speed limits.

