

Appendix 1
Education 608 Directed Practicum
Phenix Hall, Rm 301
7:00-9:45 pm
Anne Pierce

Office – Phenix Hall Rm 302

Hours - Fri 9 AM – Noon; Other times by Appointment
727-6751 anne.pierce@hamptonu.edu

Textbooks -

Campbell, D.M. et. al. How to Develop a Professional Portfolio: a manual for teachers.

Preskill Stories of Teaching and the Portfolio Planner:

Orlich, Harder, Callahan, Gibson. Teaching Strategies

Compiled Bibliography – Each student will bring to class each class meeting a recent article on disk from A PROFESSIONAL RESOURCE (journal, website, etc.) which can be used to stimulate discussion on the topic under consideration and for web posting with appropriate attribution.

Course Description – This course is a directed practicum that is designed to enable students to observe, apply critical analysis, practice skills, and implement effective instructional teaching strategies. The focus is on instructional development, lesson planning, integration of technology, and classroom management.

Course Objectives – Successful completion of this course requires students to:

- 1) Demonstrate competency in writing and implementing clear, concise, and comprehensive lesson plans.
- 2) Plan and implement a diverse set of learning activities and experiences to address one content area for a grade level of the Virginia Standards of Learning.
- 3) Analyze instructional capabilities through a variety of data collection techniques, written directions, taped sessions, peer feedback, self-analysis, case study, and instructor feedback.
- 4) Analyze case studies to explore alternative classroom scenarios.
- 5) Develop a classroom management plan.

Instructional Material Evaluation

Lesson Plans should include specific goals and objectives, assessment required, action plans, materials and technology required, procedure, follow-up, closure and evaluation of effectiveness. Students should address issues of cost, preparation time, implementation time, developmental appropriateness and SOL component.

Case Study Evaluation

Using a traditional approach, students will identify the problem to be addressed, the strengths and weaknesses of alternative approaches, the resources and barriers presented by the environment, and the satisfaction level of the result. Perspectives must be documented with appropriate bibliographic references.

Course Outline

- Sept 3 **Organizational issues pertaining to the course:**
- **SENCER – What does it mean to be a data driven decision-maker? How to look for/be a civic engager.**
 - **Development of Professional Philosophy & 90 hour observation/Partnerships;**
 - **Assignment to Practicum Site/Record keeping of Practicum Activity**
 - **Discussion of Capstone Portfolio Requirements and Rubrics**
- Sept 10 **Virginia Department of Education’s Technology Standards for Instructional Personnel. Virginia Standards of Learning. Teaching and Learning Styles (Constructivist, Inquiry, Problem Based).** Pre-Post Assessment of standards knowledge. Concept Tests from PRAXIS Concept Diagnostic tests from SOL samples.
- Sept 17 Riverscape field trip.
- Sept 24 Web-based Curriculum Project Assignments – Tools for Engagement
- Small group sessions based on confidence in science knowledge (Design a self-efficacy instrument), and content area for lesson planning (Concept Mapping; Interviews)**
- Oct 1 **Case Study of INTASC 3**
- Oct 8 **Midterm Examination**
- Oct 15 **Small group sessions based on river interaction**
Site planning, classroom learning environments
(Drawings, floor plans & images)
Classroom & Records Management Tools
(case study)
- Oct 22 Riverscape field trip. GIS demonstration
- Oct 29 **Second Draft of Assignments Due**
- Nov 5 **Final Riverscape Field trip**

Nov 19

PRESENTATION of practicum case studies supported by literature

Dec 3

Final Exam/Portfolios Due