# 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

<u>Compiled Bibliography</u> – 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.

- 6) Demonstrate strategies for developmentally appropriate practice.
- 7) Demonstrate instructional technology in classroom presentations.
- 8) Demonstrate awareness of the connection between educational theory and instructional practice.
- 9) Participate in a professional organization appropriate to the content or grade level where the student expects to practice.

**Attendance** – Three absences will result in the lowering of one letter grade. Students who are more than ten minutes late for class will be considered tardy and three tardy days will equal one absence.

**Grading Scale** 
$$- A = 90-100$$
 B= 80-89  $C = 70-79$  D= 60-69  $F = 60$  or less

Students are expected to adhere to the Hampton University Code of Conduct as printed in the Bulletin.

#### Course Products/Process -

Final Grade

30% - Two exams will be given. No Make-up exams will be given.

50% - Class participation interpreted through 90 hrs of observation, case analysis, Concept Mapping; Interviews; Field trips.

20% - Students will submit **a** portfolio at the end of the semester on one or more disks and one clean printed copy with attachments. See portfolio resources for ideas about content. At

#### minimum it will contain:

- 1) Materials suitable for posting to Riverscape project web site. This includes lists of web sites, activities, images of classroom observations, classroom management
- 2) Five lesson plans, three must incorporating educational technology suitable for your content area but directed at incorporating the values of environmental stewardship and civic engagement.
- 3) Reflections on readings.

problems, documentation of civic engagement and data driven decision-making, etc. Creation of all materials requires an APA style manual. Rubrics for evaluation will be handed out at the time of assignment discussion.

# **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	<ul> <li>Organizational issues pertaining to the course:</li> <li>SENCER – What does it mean to be a data driven decision-maker?         How to look for/be a civic engager.</li> <li>Development of Professional Philosophy &amp; 90 hour         observation/Partnerships;</li> <li>Assignment to Practicum Site/Record keeping of Practicum Activity</li> <li>Discussion of Capstone Portfolio Requirements and Rubrics</li> </ul>
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